

DOCUMENT RESUME

ED 090 108

SO 007 321

AUTHOR Rothchild, Nina
 TITLE Sexism in the Schools: A Handbook for Action.
 PUB DATE Sep 73
 NOTE 72p.
 AVAILABLE FROM Nina Rothchild, 14 Hickory, Mahtomedi, Minn. 55115
 (\$2.00)

EDRS PRICE MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE
 DESCRIPTORS Activism; Athletic Programs; Budgets; *Citizen
 Participation; Counselor Attitudes; Educational
 Policy; Equal Opportunities (Jobs); Females;
 Feminism; Guides; *Nondiscriminatory Education;
 *Parent Role; *Public Schools; Resource Materials;
 *Sex Discrimination; Stereotypes; Teacher Attitudes;
 Textbook Bias

ABSTRACT

This handbook was written for readers aware of and concerned about the sex bias in public schools in the areas of athletic budgets, sex stereotyping in children's books, differential expectations in classroom behavior, counseling attitudes and practices, school personnel assignments, and the impact of defining stereotyped roles to boys and girls in the public schools. The first of seven sections reviews the structure and functions of school personnel, including homework guides for becoming familiar with your schools. Section two explains budget and financial matters in the schools and section three outlines general strategies for effective action. Sections four, five, and six list specific school practices and policies with proposals for change. The last section contains resources with reprints and listings of materials and other sources of help. The materials are based on the experience of a board member in a small suburban school district in Minnesota. (Author/KSM)

ED 090108

Sexism in Schools~

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PERMISSION TO REPRODUCE THIS
COPYRIGHTED MATERIAL BY MICRO
FICHE ONLY HAS BEEN GRANTED BY

Nina Rothchild

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

APR 1 1974



A Handbook for Action

SD 80 / 321

"Women's liberation is not a dirty word, although many people react that way upon hearing the term. It is, quite simply, a movement to free women and men from being programmed from infancy into stereotyped adult roles solely on the basis of sex . . .

It will not be an easy task to change ingrained and all-pervasive attitudes and behaviors. People have become so accustomed to having different expectations for boys and girls that they think the laws of nature decree it so.

But if the schools are truly committed to the idea of equal educational opportunity for all, it is time that one-half of the population - women - be included. And if the function of education is to help each student develop his or her highest potential, then the school must no longer continue being an accomplice in imposing upon males and females predetermined roles and stunting their intellectual, emotional, and physical development as human beings."

-Gerri Perreault
Emma Willard Task Force



ABOUT THE AUTHOR: Nina Rothchild is a school board member in Mahtomedi, Minnesota, and the mother of three children: a boy and two girls.

Cover by Ken Rothchild Jr. Graphics by Karen Alnes.

Copyright © 1973 by Nina Rothchild. 14 Hickory Street, Mahtomedi, Minnesota 55115

\$2.00 (postage paid)

Contents

<u>INTRODUCTION</u>	1
<u>THE POWER STRUCTURE</u>	3
Organization	
Board of Education	
Superintendent	
Directors	
Principals	
Teachers	
Counselors	
Librarians	
Students	
<u>BUDGET AND FINANCE</u>	13
Money Troubles	
Budget Procedures	
Business Manager	
<u>STRATEGIES FOR ACTION</u>	16
Documentation	
Focus	
Numbers	
The Press	
Persistence	
Your Rights	
<u>PROPOSALS FOR CHANGE: ATHLETICS</u>	21
Get the Facts	
Minnesota State High School League	
Program Proposals	
More About Recreation Programs	
<u>PROPOSALS FOR CHANGE: SEX-ROLE STEREOTYPING</u>	30
Teacher Awareness	
Counseling	
Career Education	
Family Life and Sex Education	
Segregation by Sex: Shop and Home Ec	
<u>PROPOSALS FOR CHANGE: PERSONNEL POLICIES</u>	39
State Law v. the Realities	
Hiring and Promotion	
Unequal Pay	
<u>CONCLUSION</u>	46
<u>RESOURCES</u>	47



"Behind the schoolhouse door, more often
than not, it was business as usual."

Elementary Principal

Introduction

1

This handbook is written on the assumption that its reader is already aware and concerned about the sex bias which pervades the public schools: aware of the gross inequities in the school's athletic budget; aware of the sex stereotyping in children's books; aware of the differential expectations for boys and girls in most classrooms; aware of the counseling attitudes and practices which discourage girls with ambition; aware of the men in authority and women as subordinates in school personnel; and aware of the cumulative impact that all this has in defining to our boys and girls their role in life.

Now you would like to do something about the sexism in your own school district -- but you don't know where to start. There the school is, an imposing structure of bricks inhabited by "professionals" who have control over your children seven hours a day for thirteen years.

But who makes the decisions? Who has the power? Who can change things? Who is responsible? And for what? This handbook will attempt to answer these questions.

Section 1 reviews the structure and functions of school personnel and includes "homework" guides for becoming familiar with your school;

Section 2 explains budget and financial matters in the schools;

Section 3 outlines general strategies for effective action as you try to change the schools;

Sections 4, 5, and 6 list specific school practices and policies with proposals for change;

The last section is a Resource Section with reprints and listings of materials and sources of help.

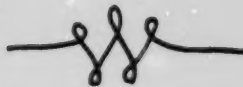
Obviously you cannot do everything at once, but hopefully you will receive some guidance about where to go and what to do about the problems which concern you.

In this booklet I have tried to be as specific as possible, but keep in mind that schools may vary in their practices. The booklet is based on my experience as a board member in a small suburban school district in Minnesota, and my generalizations are likely to be most accurate in similar districts. In making these generalizations, I have had to make some judgments and state some opinions; I hope these are neither unfair nor untrue.

Information in the booklet is most likely to be helpful in districts which are similar to mine: suburban and small town districts. If you live in St. Paul or Minneapolis, you may find you are more effective by joining an existing group such as the Emma Willard Task Force on Education* or the National Organization for Women. If you do not live in Minnesota, some of the information may not be applicable to your schools, but most of the general suggestions should be of help to you.

For those of you who are new to the business of "hassling" the schools, follow some of the homework guides at the end of each part of Section 1 until you feel familiar with the structure and personalities within your own district. There is no sure way to change the schools, but the homework guides give specific suggestions about how to start.

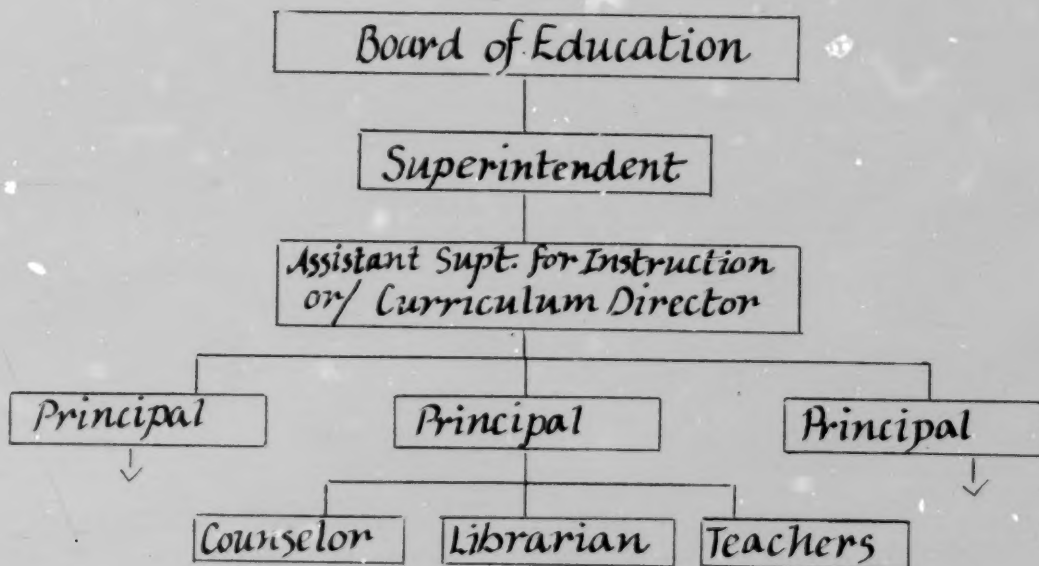
*All materials and organizations referred to in the main body of this book are listed and described in Section 8: Resources.



The Power Structure

3

Although school districts vary considerably in size and are governed under the theory of local control, they are remarkably similar in structure. An organization chart for most school systems looks like this:



The only variation you are likely to find is in positions such as assistant superintendents, coordinators, or consultants. Sometimes these are line jobs (as shown) and sometimes their position in the hierarchy is unclear. The larger the school district, the more likely you are to find these miscellaneous personnel. They go by such names as Assistant Superintendent, Director of Curriculum, Director of Secondary Education, or Coordinator of Curriculum.

The problem, therefore, with dealing with a large district is that you are more likely to get a bureaucratic

runaround than in a small district where job responsibilities are clearly defined. On the other hand, the advantage of a large district is that you are more likely to find allies on the "inside."

It is usually more effective to work together with people rather than against them. Do not place yourself in an adversary relationship with the schools or you may actually hinder what you are trying to accomplish. As you attempt to learn about the structure of your district, try to identify those within the system who are already sensitive to sex bias or those who can be won over to your view with a cooperative approach.

HOMEWORK: Get a copy of your district or school handbook (if available) and find out the nature of your district's organization and the names of the persons you will be dealing with. If a handbook is not available, ask at your district office for a list of the professional personnel. Your district office may be called either district office, superintendent's office, or central administration, and is listed in the phone book either under its name or under "I" for Independent School District. If you find you have trouble getting the things you need, speak to the Superintendent's secretary. She usually knows everything.

(NOTE: Some local chapters of the League of Women Voters have made studies of their schools and could be a source of structural information. Call your local League to see if they have such a study available.)

Board of Education

The school board consists of six or seven persons who are elected on a staggered basis each May for three-year terms. In Minnesota most school board members are male, but many boards contain at least one woman and occasionally you will find two women on the board. The board's job is to set overall policy for the school, but in reality they have little control over what goes on in the classroom. They are essentially unpaid, very part-time persons who hire "professionals" to oversee the educational program. They think of the administration as "our team" -- you will find sports terminology rampant in the public schools -- and will never publicly undermine the

superintendent and administration. Boards ask for, and usually follow, recommendations from the administration. The real decision-making, therefore, is done by those who are full-time, on-the-job, in-the-schools.

In spite of this, however, it is usually worthwhile and necessary to communicate with board members for the following reasons: (1) The board has power over those who do make decisions. If you're willing to go to the top of the hierarchy, the administration knows you are serious; (2) The board is made up of elected officials, and must therefore appear to pay attention to their constituents. All professional personnel in the schools have tenure, and are less likely to be responsive to the public; (3) All policy and budget changes must be approved by the board, so sooner or later the board will vote on issues which concern you; (4) You can often find out something you want to know more quickly and easily by asking a board member to find out for you. A board member has more "clout" with school personnel than does a private citizen.

In dealing with the board, remember that a board member has no real authority or power as an individual. A majority vote of the board is necessary for any action to be taken. The most effective way to influence the board, therefore, is to send any communications in writing to all members of the board. In addition, if the issue is a publicly popular one, present it at a public meeting. Don't count on just one member of the board "carrying the ball" for you.

HOMEWORK 1: Know the names, addresses, phone numbers, and term of office of each board member. Know the meeting time and place for board meetings. Attend several board meetings to get a feeling for what your board is like. If you sense that one of the board might be sympathetic to your point of view, call her/him and ask if she/he is aware or concerned about sex bias in the schools. Having an ally on the board is well worth the trouble of trying to find one.

HOMEWORK 2: Get involved in school board elections. Raise your questions of candidates, support candidates who support your view, or field your own candidate.

Superintendent

The superintendent is the top man* in the school system and wields an enormous amount of power. He is held responsible for the entire school program, personnel, budget, finances, public relations, etc. So, while the board may set general policy, in fact most major decisions are made by the superintendent after consulting with his administrative team. This is particularly true when money is involved.

Beyond the decision-making power, however, is the power he holds over his staff by virtue of being the "boss." It is therefore important that you know something about your superintendent and whether to expect support or resistance from him. If a superintendent is really serious about something, chances are it will get done, although this is less true in a large district where layers of bureaucracy filter out his influence before it reaches the classroom.

The superintendent is a busy man with pressures from all sides: teachers, taxpayers, administrators, students, parents, and board members. His skills must be those of a mediator and general administrator and it is therefore unlikely for him to have the time to make a strong stand on sex discrimination his overriding priority. The most you can expect is a willingness to use his position to influence the board and staff. But, considering the power he holds, it is well worth trying to get him on your side.

Because of his need to be neutral on controversial issues, it is best to approach him privately at first. If you find him ignoring you, you will then have to confront both him and the board at a public meeting. Superintendents are ex-officio members of the board and are always present at board meetings.

Most board meetings have an item on the agenda called "communications" or "other business," a time when the public may speak on issues not on the regular agenda. Therefore, if your superintendent ignores you in private, or if your district is so large that he doesn't have time for individual meetings, use the public meeting as a way to get his ear.

*Not a generic term. In Minnesota, all superintendents are male.

HOMEWORK: Make an appointment with your superintendent to meet with you or, even better, a group of you. Send him some general consciousness-raising materials first. Take along the State Department of Education's policy on "Eliminating Sex Bias in the Public Schools." Ask him who has received the guidelines within the school and whether or not he has discussed it with them. Ask what your district has done to implement the guidelines and what they intend to do. If your superintendent won't meet with you, or if you get the runaround from him, say the same things to the board at a public meeting. He will be listening.

Directors

Assistant Superintendents, Curriculum Coordinators, Directors, etc. are the educational "specialists" of the system. It is usually their responsibility to coordinate the curriculum, improve the curriculum, improve the teaching methods, and arrange in-service training for teachers. Their authority varies from system to system, but generally they have to rely on persuasion rather than power. If a coordinator is respected by teachers, he can be very effective in influencing the school program. If he is not, he has power only as a member of the administrative "team."

Since his job is more abstract than others in the schools (he doesn't have to keep 30 kids busy every day or see that the building is orderly), he will probably be willing to sit down with you and tell you something about his own responsibilities and those of others. In this way, you might find out who actually decides on a textbook series, who decides whether shop is co-ed, and so on.

Alternatively, if your director appears too busy to help you (and this often happens since directors fear they are expendable and must therefore appear busy), there is usually a school policy book available in your district office which contains job descriptions for all personnel. Thus, if you are unclear about the responsibilities of your personnel and are unable to get help from the coordinator, ask to see a copy of the school's policy book.

The advantage of having a director on your side is in the numbers. There are just too many teachers in a system for you to reach very many of them. A respected director,

therefore, can have influence in many classrooms, particularly in the areas which lead to sex-stereotyping: curriculum material and teacher behavior.

(NOTE: Among directors of various types, the Athletic Director is in a class by himself. Chances are he is also head football coach and will resist you every inch of the way.)

HOMEWORK: Make an appointment with your director after flooding him with consciousness-raising materials, studies of sex bias, book lists, etc. Curriculum directors work primarily with paper, so the more the better. When you see him, have the State Department guidelines with you. Ask him the same questions you asked the superintendent as well as asking about his own responsibilities in textbook selection, curriculum decisions, teacher in-service, etc.

Principals

Principals are, in theory, the educational leaders of their buildings. In reality most are too burdened with housekeeping work to have much impact on education. They spend their time keeping the building orderly, checking schedules and attendance, taking care of personnel problems, and generally doing building manager types of things. There are exceptions to this, however, and you will probably want to find out what your principal is like, again on the basis of numbers. A principal can have a great deal of impact on the general "tone" of his school and on teacher attitudes. He is the boss to most teachers since he is directly above them in the hierarchy; he is usually responsible for teacher evaluation, and he wields power accordingly.

It's not worth your time to go to all the principals in your district. They think in terms of "their" school and "their" parents, and are likely to pay attention only to persons who actually have kids in their school. Your own principal, however, will be very willing to see you because part of his job is to pacify parents.

HOMEWORK: Make an appointment with your principal, take along whatever materials you consider appropriate, and ask him the same questions you asked the director or curriculum coordinator. Do not use this visit to make a complaint about a specific teacher unless you

have already talked to her and received no satisfaction. Your time is best used to encourage the principal to think of positive ways to help all his teachers become more aware of sexist attitudes and practices. Principals tend to be pragmatic, and react more favorably to specific suggestions than to blanket criticism.

Teachers

Teachers are, of course, at the heart of the educational process. If all teachers were non-sexists, this booklet would not exist. Unfortunately, however, many teachers (like many others) are not only sexists, but are totally unaware of it. Do not expect female teachers to be more aware or sympathetic than male teachers; most teachers have traditional values and consider it appropriate for boys and girls to learn their traditional sex roles in our society.

On the other hand, you have three plusses when dealing with teachers. Both the MFA and the MFT have taken positions on sex discrimination, and most teachers, if reminded of it, will not overtly go against their professional organization. Secondly, teachers who have recently taken their course in human relations* will have had some exposure to the topic of sexism. Thirdly, of all the personnel in the school, your child's teacher will be the most sensitive to a parent's concern.

Converting the teacher is "where it's at." If that cannot be done, nothing real is going to happen; the programs will be form without substance. Don't let your animosities toward some of the teachers you have had to deal with blind you to what some of the interesting, exciting, and dedicated teachers can do and are doing in this area. Teachers in good, creative schools are not mere functionaries; they usually have power over their textbook choice, curriculum revision, content of their particular courses, and the responsibility to make suggestions for professional workshops. A good teacher can even flourish in an inhospitable environment.

If your teacher seems totally unaware in the area of sex bias, a good strategy to use is a comparison of black-white

*All teachers, except those with lifetime certificates, are required to take a course in human relations before being certified or re-certified. Sexism is one component of this course.

when talking of male-female. For example, if your child's teacher uses the common and apparently harmless practice of saying, "boys over here, girls over there," you can point out that she wouldn't do the same thing with "blacks over here, whites over there."

Use your best judgment about your approach and the materials suitable for teachers since the level of awareness will vary from one to another; but just remember that the more you can document your views, the more effective you will be.

***HOMEWORK:** If your children are in elementary school, they probably tell you about their life in school. Look through their books for evidences of sex bias. Visit your child's class. Although you may feel threatened by visiting your child's teacher, make an appointment to see her. Bring consciousness-raising materials, and ask if she, too, is concerned about this issue. Be reasonable and helpful, and see if you can gain a convert.*

If your children are in secondary school, they probably have many teachers. Ask your children if any of them have shown an interest in this subject. If so, get in touch with them, and offer your help. See the chapter on teacher awareness for specific suggestions for both elementary and secondary teachers.

Counselors

Counselors are responsible for advising students about their school program and about their post-high school plans. Counselors vary considerably in the way they carry out this function. At one extreme is the counselor who is primarily a record-keeper. He spends his time entering test scores on forms, straightening out schedules, routinely approving programs, and passing out college catalogues. At the other extreme is the counselor who is a true friend and advocate for the kids.

Because counseling is an area where sexist attitudes can be so damaging, a more extended discussion of counseling can be found in the chapter on sex-role stereotyping.

Librarians

Librarians are responsible for the libraries within their schools and in most cases have the authority to buy the books for their libraries. In a large district, a head librarian may make the final approval of the books, but generally a building librarian has a good deal of autonomy. Because of this independence from the rest of the bureaucratic structure, you are very likely to have more success with less hassle here than in other attempts to change the schools. Again it is a process of raising the awareness of the librarian and convincing her that the sex-stereotyping in children's books is harmful to kids.

In visiting your librarian you have two advantages: one is that parents seldom take any interest in library books except for the negative book-burners, so your librarian will probably welcome the attention from someone who has constructive suggestions about library books. People who respect books have a natural empathy. The second advantage is that you will have concrete proposals which are easy for her to carry out since she has to buy books anyway.

HOMEWORK: Visit your school librarian after calling ahead to find out what time is convenient for her. Take along studies showing sex-stereotyping in children's books and any other materials you think useful to raise her level of awareness. Take along book lists of children's books which have been approved by feminist organizations. Be pleasant and reasonable and positive so you will not be branded a book-burner. Do not ask her to remove books, but emphasize that you want a balance in the library.

Emphasize the cumulative effect of so many books showing girls as passive and boys as active, etc. She will be pleased that you, too, consider children's books important in developing attitudes and values. Leave the materials and lists you brought and say you'll be interested in hearing from her later about the usefulness of the lists.

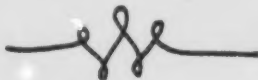
Students

Students are supposed to be what education is all about, but in reality they are practically powerless in the schools. It is worth talking to the kids, however, because only from them will you get a truly honest picture of what goes on in the schools. Your children, their friends, and your friends' children are therefore your best source of information about what really happens in your own district.

In talking to the kids you can find out such things as: Do they allow boys more sports activities than girls? Do they play boys against girls in classroom games? Do they punish boys by making them sit with the girls? Do they encourage girls to think about a career beyond motherhood and housekeeping?

Are shop and home-ec open to both boys and girls? Do the boys get to use athletic facilities more than girls? Do the counselors discourage girls with ambition? Do Family Life classes singularly glorify motherhood and the nuclear family? Do the health classes for girls talk about grooming and popularity? Does career education reinforce stereotyped roles? Do the Health movies emphasize masculine and feminine roles and behavior? Can cheerleaders ride on the same bus with the boy athletes?

HOMEWORK: Ask the kids you know some of the questions listed above plus any other questions of particular interest to you. Ask them if "women's lib" has been discussed in any of their classes. Ask them what was said. Offer to come and talk to classes about feminist issues. Publicize your liberation group if you belong to one and encourage high school girls to join. Notify the students in charge of assemblies that speakers and films are available, and offer to help set up an assembly program for them.



Budget and Finance

13

Before trying to change specific practices of the schools it is helpful to understand some of the real problems of the schools and to understand some of the ways in which schools operate.

Money Troubles

The biggest problem facing the schools at this time is the limitation on money available to them. In the past, schools could decide what they wanted to spend, and then levy the taxes for it. Since 1970, however, there are levy limitations imposed by law, so the schools now must function within a restricted budget. At the same time enrollments in many schools are dropping, particularly in the elementary grades. Taken together, this means that some districts are laying off staff rather than hiring them and dropping programs rather than adding them. This is a reality which will make your job harder.

It means, for instance, that if you are concerned with a social studies department that is all male (because they were hired as coaches), there will be no way to create a balance when no new teachers are being hired. Similarly, if you are concerned with the athletic budget, it may be that boys' programs will have to be cut if there are to be girls' programs added. Although schools show no lack of imagination in making excuses, lack of funds is not an excuse but a reality. You will just have to present proposals which fall within the budgetary restrictions of your school district.

Budget Procedures

Since proposals you make will be dependent on the money available, it is useful to know something about the budgeting procedures in your district.

The fiscal year for school districts runs from July 1 of one year to June 30 of the next. The school year 1973-1974, for example, falls within the fiscal year 1973-1974 (sometimes referred to as fiscal '74). The school budget must by law be formally approved and

adopted by October 10 of the fiscal year for which it is planned; e.g., October 10, 1973, for fiscal '74.

Prior to formal adoption, most boards hold a public hearing on the budget. This, however, is no time for argument or proposals. By the time of this meeting the numbers are well set, there is little flexibility left, and the hearing is just a formality. There remain, nevertheless, reasons to attend the public hearing on the budget: the board and administration are particularly vulnerable when they see in total how much of other people's money they are spending; the board and administration can be hassled about what they have or haven't done (which is always fun); and you can get good publicity because the press is always there.

The process of putting the budget together, however, starts at least a year earlier than the formal hearing and final adoption. In many districts it is practically a year-round affair. A typical time sequence is: September to November for major changes in priorities and programs for the following year; December to March for the administration to put a tentative budget together; and March to June for the board to review, revise, and approve the line items. Therefore, the closer the budget is to formal adoption, the less flexibility there is in adjusting the figures.

A review of the budgeting process for most school districts clearly shows that you cannot expect changes that cost money within a current school year; you must press in the fall and winter of one year for changes in the next. The heavy work of budgeting for the coming year is done between December and May, and you will be most effective if you make proposals early in that time. Similarly, staffing proposals should be presented in January or February since teacher contracts for the coming year are issued by March 20.

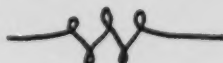
The procedure for building the budget can take one of two forms: either starting from the bottom up or from the top down. In the former case, teachers and other staff members make proposals for their needs, these are reviewed and revised and expanded by principals, who then pass them on to the curriculum directors or assistant superintendents for revision and review, and so on up the hierarchy. Under the second method, the top management apportions money to the different schools and programs,

usually on a per-pupil basis, and it is up to the principal or program director to decide how the money will be spent. This latter method is becoming more common now that levy limitations have put a lid on spending. In either case the school board has final approval of all budget figures.

School boards vary in their involvement with the budget-building process. Some boards just routinely approve the budget during various stages of its development, while others will question each item in detail at each step. In either case it is hard for the board to know where the money really goes because school budgets lump figures together in ways which seem to deliberately obscure the way money is spent. For example, the line item "Student Activities--Salaries" may be a lump sum covering salaries for all coaches, club advisors, band directors, etc. There is no way to tell from the budget how much is actually spent for football and how much for dramatics. It takes a great deal of pressure, even from a board member, to get rational figures from the school administration. The figures are there, but no one wants to go to the trouble of digging them out, nor in many cases do they want you to know what is actually spent for football compared to dramatics.

Business Manager

The role of the school business manager has not been discussed previously because his position is somewhat outside the educational hierarchy of the schools. The business manager is responsible for all the non-educational aspects of the system -- buildings and grounds, secretarial staff, food services, transportation, and purchasing -- as well as responsible for all bookkeeping and accounting in the district. All budget figures, therefore, should be available in his office. In most cases, however, the business manager will not develop figures at your request, but does so only for members of the administration or the board. A simple phone call to the business manager will tell you how cooperative he will be with the general public. If he won't develop figures for you directly, request them of the board or the administration. Your phone call will not be a waste, in any case, because you can also ask him what budgeting procedures and timetable your district uses.



16 Strategies for Action

If you have followed some of the homework guides in the first section, you probably now have a good idea about the structure and practices in your own school district, who makes which decisions about what, and how much support and resistance you can expect. But knowing this is only the first step in dealing with sexism in the schools. You will now have to think of some strategies as you try to change some of the practices and influence the personnel.

It would be nice if you could just point out some of the inequities and thereby have them changed -- but it doesn't happen that way. Like all bureaucracies, schools suffer from inertia and it takes a great deal of pressure to change anything. This chapter is designed to give you an idea about what your advantages and disadvantages will be, and which strategies are likely to be successful.

Advantages & Disadvantages

Your chief advantage in trying to change the school is that it is considered appropriate for women* (and mothers) to be interested in their children's education. For the most part it is the mother who comes to parent conferences or calls the principal. Men tend to limit their school activities to standing up once a year and making a pitch for fiscal responsibility -- and getting elected to the school board. You are therefore playing a role sanctioned by society, and do not blow it by being hostile and taking extreme positions. The press has had a field day ridiculing "women's lib," and you can't afford to conform to this image. You want the school to think of you as a conscientious mother concerned about her children's welfare.

This brings us to your chief disadvantage, which is that women's liberation does not yet have wide public support. It is much easier to change things when everyone agrees with you. Although the feminist movement is a growing one, public attitudes on the women's movement still range mostly from indifference to what is considered a marginal issue to outright ridicule and hostility. Your

*If you are male and reading this book, welcome to the sisterhood.

biggest problem will be convincing people that sexism is a serious and important problem.

Just because your friends are liberated, don't assume the same is true of the general public. Most people, in the schools and out, are unconsciously sexist. Although you will meet agreement on such issues as equal pay for equal work, you might as well accept the fact that when you talk about such things as stereotyping and sex roles, you will be met with a blank look.

The following strategies should help you as you try to change this:

Documentation

The written word has more authority than the spoken word, so it is important to have printed materials with which to document your case. The Resource section lists materials which are appropriate for various purposes, and make sure you have enough copies to leave some with the persons you see. Always bring something in writing, even if it is only something you have written up yourself summarizing the things you planned to discuss. The human ear, particularly the male ear, has been trained to filter out the female voice; so make it hard for them to forget you were there.

In gathering written materials, try to get documentation on sexism in your own school to add to the general studies. See the Resource section for samples of this kind of information. You do not want them to be able to say, "This may be generally true, but not here." The people in your own school have little control over things outside their district (such as State High School League rules) so you want to give them information about things they can change.

Focus

Although there are many school practices you may want to change, it is best to decide on one issue, one with a good probability of success, and focus your attention on it. Otherwise the issues will get confused, opposition and resistance will be multiplied, and your energies dissipated. This does not mean, for example, that you should wait until the schools spend the same amount on girls'

athletics as they do on boys before you raise another issue; but you should be aware that you will accomplish little if you go off in all directions at once.

Numbers

The school will always pay more attention to a number of parents than to an individual. Most people tend to gripe privately about the schools, but surprisingly few ever even pick up the phone to call a board member, a principal, or a teacher. Therefore, five mothers can seem like a mob. If you belong to a liberation group, you already have your built-in crowd. If not, it will help to have allies in your community. Try contacting your local chapter of N.O.W., the Minnesota Women's Political Caucus, either the DFL or GOP feminist caucuses, or the League of Women Voters for the names of persons in your community who might be interested in this issue. You could also sound out those who have been active in civil and human rights organizations in your area.

If there is someone on your school board who is sympathetic to your cause, she or he may know of others in the community who share your views. If all this fails, try some consciousness-raising among your friends and neighbors or by helping to arrange for a PTA program about sexism. And if you are still alone, go ahead anyway; it is better for one person to act rather than none.

The Press

Although your views are not popularly accepted ones, you can expect fair treatment from the local press. Most small town and suburban newspapers are heavily staffed with women who are underpaid, overworked, and hungry for local news. There's even a good chance you will find an ally among them, particularly if you are helpful about providing the facts and figures for them. Use the press only for cases of outright discrimination, such as the athletic budget, differential in pay between men and women, and other cases where hard numbers are on your side. "Sex-role stereotyping" is too abstract an issue to expect good press from it.

You will find you are safer in dealing with the press if you write the press releases yourself, as is common in politics and business. By giving reporters written material you are assured that the statistics at least are

accurately published. This is an important step in avoiding diversionary confrontations over whether or not the "press reports" were accurate.

In addition to straight news stories, the letters to the editor section provides a good way to get publicity. You can write either as an individual or as a representative of your organization. Small town papers, particularly, like getting letters from their readers, and will almost always print them. See the Resource section for sample press releases and letters to the editor.

Persistence

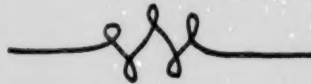
The normal bureaucratic reaction to any issue is to ignore it in the hope that it will go away. Therefore you must be prepared to be persistent. Do not think that if you have finally documented an athletic budget of \$40,000 for boys and \$2,000 for girls that anyone within the school will automatically change it. You must make it clear to the school authorities that you consider this a serious issue and you will not go away until something is done about it. Sometimes the schools will do something just to get someone off their backs. You will also be more effective if you have specific and realistic proposals for change. It is much harder to fight someone who is for something than someone who is just against something without solutions to the problem.

While making it clear that you intend to be persistent, do not be tricked into losing your cool. The schools have devised a neat system for dealing with concerned parents: they just ignore them until the parents become frustrated and rude and angry. Then the school can write them off as "kooks" and "rednecks" and go on with business as usual. Do not fall into this trap.

Your Rights

Always remember that the schools belong to the people -- and that means you, not the staff and administration. They use your money to educate your children, and you have a right to know what is going on in them. School board meetings, by law, must be open to the public. School budgets, by law, are open to you. The school buildings are public property and you have a right to be there. School personnel are public employees paid by your taxes.

Schools say they welcome visitors, but in reality they turn out to be structured to make you feel uncomfortable when you visit. Similarly, they may treat you like an interloper when you are trying to get budget figures. But do not let this put you off -- insist on your right to know. If necessary, fight for that right in public and in the press. You are on the popular side on the issue of the public's right to know.

A handwritten signature, possibly reading 'esl', is centered on the page. It consists of a horizontal line with a stylized, cursive flourish in the middle.

The study of folklore in a primitive society found that the stories passed down through the generations portrayed the elders as wise, courageous and powerful and then it was found that the elders were the storytellers of the tribe.

Sexism in Education

Proposals for Change~ Athletics

21

The athletic program is a good place to start when trying to eliminate sexism in the schools. It is here that you will find the most clear-cut cases of discrimination against girls, and it is here that you can expect a fair amount of public support from both men and women. Even if you don't have daughters of your own, you will be raising an issue which concerns many parents.

Get the Facts

Your first step should be to get the figures for your own district. Try to get figures for both junior and senior high school. This information should include:

A list of extra-curricular sports

The number of coaches for each sport

The coaches' salaries for each sport

Other expenses for each sport

The number of students who participate in each sport

From these figures you can calculate the total amount of money spent for boys and the total amount for girls, the student/coach ratio for boys' sports and girls' sports, and the differential in pay (if any) between male coaches and female coaches. See the Resource section for the type and form of information you will need.

Depending on your own interests, you may also want to get similar figures for the non-athletic activities (debate, speech, drama, newspaper, and so on). This will give you some base of comparison on per-pupil costs, and also some idea of the priorities within your own district.

Getting these figures will not be as easy as you might think. It took me, a board member, four months to get

them for our district. Your best method is to make this a public issue. By law, all school board meetings are public meetings, so you will want a report on school athletics placed on the board agenda and the costs of the program reported publicly.

Districts vary in their procedures for getting on the agenda. Call a board member or the superintendent's office to find out the procedures in your district. If the board member is sympathetic to your interest, she or he may initiate and follow through on the process. If not, work through the superintendent. In either case send a written copy of your request and a sample athletic report as shown in the Resource section. Say that this is the kind of information you want.

If you do not receive cooperation by these methods, make the same request at a board meeting during the "communications" or "new business" part of the meeting. There's a good probability that the press will pick up this issue and put added pressure on the administration to produce the figures.

Once you get the figures, use them. You want the press and the public to know that in your district "X" dollars are spent for boys, and "Y" dollars are spent for girls. Chances are that you will get good publicity from this issue and that you will find some supporters for your cause in the process. Once the figures are made public, the administration is in a position of having to justify such gross inequities (they can't), or else coming up with some means of providing more balance.

(NOTE: Since this section was originally written, several metropolitan school districts have produced similar reports on their athletic programs. If this is the case in your district, your focus should be to call attention to the figures and ask the board and administration what they plan to do about it.)

Minnesota State High School League

One of the organizations which will affect any proposals which you may want to make is the Minnesota State High School League. This is a voluntary association of

the schools in Minnesota whose rules control interscholastic* competition in sports, music, speech, and debate at the high school level.

All 486 high schools eligible for membership belong to the League. The League exercises its authority by requiring member school districts to abide by and enforce its rules as a condition of membership. In effect, that means any school which wants any interscholastic sports, speech, debate, etc. must belong to the League.

One purpose of the League is to establish "uniform and equitable" rules for inter-school activities. Some of these rules are:

- A good intramural program must be in effect for the girls before a girls' interscholastic program may be organized (page 93).** *There is no mention of any pre-requisites for the boys' program.*
- Girls' programs must be "under the direction of a qualified and certified woman physical education teacher" (p. 93). *There is no mention of, or qualifications for, an athletic director for boys' programs.*
- All "coaches must be teachers certified to teach in the public schools of Minnesota and be under contract with the Board of Education" (p. 55). In addition, teachers assigned as coaches for girls' sports must have the coach's certificate, EdU 345a, "Public School Coaches, Girls' Interscholastic Sports" adopted by the State Board of Education (p. 108). *There are no certifications required for coaching boys' sports.****
- "Seventh and Eighth grade girls are not eligible to compete in interscholastic sports" (p. 99). *Junior*

*Interscholastic means contests between different schools; intramural means contests within a school.

**All page numbers refer to the Official Handbook, Minnesota State High School League, 557 Southdale Office, 6800 France Ave. So., Edina, Minn. (1972-1973).

***If you find this hard to believe, I agree with you. Perhaps the State Department of Education has rules in addition to State High School League rules.

high school and elementary school boys may participate in the interscholastic program of the high school (p. 64).

- Girls may take part in "no more than five activity periods per week including games and contests. Participation in activity periods may not exceed 1½ hours per day" (p. 109). *There are no restrictions on the amount of time boys may participate.*
- Girls' seasons are limited to 12 weeks (p. 109). *Boys' seasons range from 12-19 weeks (pp. 73-87).*
- Girls must be under age 19 to participate (p. 109). *Boys under age 20 may participate (p. 61).*
- Until very recently the League had a rule forbidding girls from playing on boys' teams and vice versa. This rule was challenged by two outstanding girl athletes in a court case (Brenden v. Independent School District 742) and the League lost its appeal to the U. S. District Court. The League has therefore suspended this rule on a one year trial basis (while, according to press reports, they try to find a way around the court's ruling).

State High School League rules are made by a 58-delegate Representative Assembly consisting of a mixture of the educational establishment: athletic directors, coaches, principals, superintendents, and school board members. Local schools may submit proposals to the Assembly for changes in rules, but recent efforts to open up athletic programs on a non-sexist basis have been resoundingly defeated. It is as unrealistic to expect any immediate changes to come from within the League as it is to expect any resignations from the League in protest of current rules. Expressing dissatisfaction with these rules to your school administration, however, may begin the process of change.

Program Proposals

There are ways within present rules, nevertheless, that local school districts can provide more opportunities for girls. Here are four proposals you can make to your local board:

1

PROVIDE MORE INTERSCHOLASTIC SPORTS FOR GIRLS. The State High School League has sanctioned the following sports for girls: *archery, badminton, basketball, bowling, cross country, curling, field hockey, golf, gymnastics, skating, skiing, soccer, softball, speedway, speedball, swimming, table tennis, tennis, track & field, and volleyball.*

Give this list to your board and administration and ask that some of these sports be added to the girls' program. If you are told that there is absolutely no money to add anything, point out any high-cost/low-participation sports for boys in your district, and ask why these are being continued at the expense of the girls. For example, in our district cross country continued to be offered as an interscholastic sport for boys despite the fact that there were never more than ten boys a year who participated. This amounted to a cost of \$103 per participant, money which could have been better spent on other programs. After all, in the academic, summer school, and recreation programs of most school districts, low participation means that programs are dropped.

If you have no low-participation sports, look at the student/coach ratios. Chances are that dropping several football and hockey coaches will leave a student/coach ratio well below the student/teacher ratio in the academic subjects. In our district student/coach ratios in boys' athletics average 18/1 and student/teacher ratios in academic classes average 27/1. Insist that tax money be made available to all students and that it is the school's obligation to apportion it as fairly as possible.

A reason often given for so few girls' sports is that there are no coaches available. However, there is nothing to prevent male coaches from coaching girls; and if you

are told that male coaches don't want to coach girls, point out that that is just what you have been talking about — sexism in the schools.

2

PROVIDE MORE INTRAMURAL SPORTS. Intramural sports do not fall under State High School League rules, so a school district is free to offer whatever programs it wants in this area including girls' teams and mixed teams.

You will find a good deal of public support for intramural sports because many parents are offended by the elitism of the interscholastic program. They do not see why so much tax money should be spent on a favored few. In our district interscholastic sports cost on the average \$50 per participant while intramural sports cost \$5 per participant. Do not be discouraged by the apparent strength of those who favor the "winning" psychology of interscholastic sports -- they are very vocal, but do not necessarily represent the majority except in the case of major spectator sports.

When proposing intramural sports, ask about the purposes and goals of the athletic program. Then question why these benefits are not available to the majority of students, as would be the case when wide participation is built into a program.

Although intramural sports seem such a logical way to have a balanced athletic program, one reason the schools seldom initiate them is that the coaches are so uncooperative. Most coaches are ex-"jocks," and part of their reward for coaching is the locker-room camaraderie they receive from other ex-jocks in other schools. Without this extra reward, it is hard to find enough coaches willing to do the work to make intramural programs successful.

In addition, interscholastic sports contests provide public "entertainment" in many communities; and in all fairness, they result in community spirit and support for the schools. Your goal should be a balanced program with opportunities for all students: male and female, skilled and unskilled.

You might suggest as intramural sports:

- *A continuing tournament of any one of the individual sports: tennis, track, golf, skiing, etc. This could include boys' events, girls' events, and mixed teams (like mixed doubles in tennis).*
- *A continuing tournament of the team sports which are normally offered only on an interscholastic basis. An intramural program of basketball or baseball would give opportunities to kids who cannot make the varsity team. These could be either single-sex or mixed teams.*
- *Individual and team sports which are not usually part of the interscholastic program: touch football, flag football, table tennis, soccer, non-contact ice-hockey, field hockey, bowling, broomball, etc. In our district the High School students have organized a successful winter-long broomball tournament for both boys and girls.*

3

PROVIDE FOR CO-EDUCATION IN ALL JUNIOR HIGH SPORTS.

Junior High teams are also not covered by State High School League rules, and there is no good reason why their sports programs can't be designed to encourage both boys and girls to play.

Many coaches may resist this, however; they consider themselves in the business of developing a few outstanding athletes rather than providing wholesome activities for all kids. Junior high teams are their "feeders" to the big-time high school teams.

The previous proposals for more girls' interscholastic and intramural sports are also applicable to the junior high program. In addition, you might suggest that the regular physical education classes offer some co-ed sports. After this, it will seem more natural for the students to participate in extra-curricular sports on a non-sexist basis.

It is a sad fact of life that by junior high most girls have been so indoctrinated into a "feminine" role that they need special encouragement to volunteer for athletics.

Therefore, if some of the required physical education classes are co-educational, a girl's interest in athletics will be maintained during these formative years.

4

PROVIDE FOR CO-EDUCATION IN ALL ELEMENTARY AND RECREATIONAL SPORTS. The previous proposals for interscholastic, intramural and physical education programs were based on the assumption that at least some secondary age girls in your district have shown an interest in athletics and that you have wanted to provide more opportunities for them.

Unfortunately, proposals for balancing the secondary program will not solve the problem of inequality in athletics until the schools stop socializing kids into athletic (boy) and non-athletic (girl) roles. Remember, girls have to be taught that it is inappropriate to be active, aggressive, competitive, and athletic. In neighborhoods where I have lived, boys and girls of all ages have always played street games and sports together. It is only in the schools that they are artificially separated for physical activity.

It is therefore of the utmost importance in the long run to insist that all elementary and recreational sports be offered equally to boys and girls. If you want a real solution to the problems of girls' athletics, you must put time and energy into the team leagues and skills programs in the elementary and junior high level. To create demand for girls' athletics, interests and abilities must be developed long before high school. Do not allow the elementary and recreational programs to be taken over by the coaches and their elitist value system. Insist that these programs be equally available to all.

More About Recreation Programs

Elementary and recreational programs have been treated in one category because in my district the recreation program is run by the schools. In many other districts, these programs are run by either villages or by private groups (e.g. Little League). If this is the case in your area, you will have an entirely different group of people to influence.

In the case of village sponsorship, you may have some success in including more girls in their programs because

their stated goals are to provide wholesome physical and recreational activity for all. However, if your village program does favor boys, remind your recreation director that it is not the purpose of a recreation program to provide specialized training for a few future athletes.

In the case of private groups, you could be up against a stone wall of daddies who are ex-"jocks" or ex-would-be-jocks and who are interested mainly in the reflected glory of their sons. If you have a strong stomach, try to take them on; but perhaps you would be more effective if you put your energies into developing community and parent interest in providing separate programs for girls.

Whether your youth activities are run by the schools or the village, your role should be that of "watchdog." Keep your eye out for notices of youth activities, and then call them on every instance of sexism. The following is an example of a report in our school bulletin and my response to it:

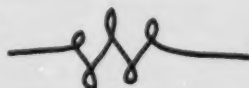
"Basketball is on its way for the 3rd through the 6th grade boys in Mahtomedi. There are about 140 boys who are burning up their energy on the basketball courts. There are all shapes and sizes . . .

"Not to be left out are the 3rd through 6th grade girls as there are about 120 girls in the cheer-leading program who will be on the sidelines cheering for their favorite team." (emphasis added)

I clipped this out and sent it with the following note to the superintendent:

"Why is basketball only for boys? Is there any good reason why the girls are not included? I know of no physical differences between boys and girls aged 8-11 to account for this program. Surely the girls should be able to play basketball too. Why are they on the sidelines? What are we really telling them?"

You will not change the world overnight with this kind of approach, but it is an easy thing to do, and sometimes has results.



Proposals for Change-

Sex-role Stereotyping

30

Combatting the sex stereotypes is really at the heart of eliminating sexism, but it is here that you may be most puzzled about just where to start and what to do. Much will depend on the size of your district, your relationships with different persons within the system, and whether these persons are sensitive to the issue.

Unlike the athletic program, this is not the place for straightforward confrontation or public exposés. You will be much more effective if you can work quietly with individual persons by providing them with suggestions, materials, and resources.

Fortunately, there are many excellent materials available on sex-role stereotyping in the schools. These include articles about the development of sex-roles as well as studies of textbooks and readers. Much of your effectiveness will depend on the materials you have accumulated, and the simplest way to start is to send for a copy of *Sexism in Education* by the Emma Willard Task Force. In it you will find:

Articles on sexism in the schools

Teaching materials for use in the classroom, including an outline of a mini-course for junior high school students

An extensive bibliography of pamphlets, books, reprints and other resources

Use the bibliography to send off for as many copies of pamphlets and reprints as you can afford. Your goal will be to raise the level of awareness of the school personnel so that they will want to counteract the effects of sex-role stereotyping. Providing them with materials and resources will make it more likely for them to carry through once they have become sensitive to this issue.

Remember, however, that you should be realistic about what the schools will do. Let's face it, they will not spend money on a whole new reading series just because "Mother" wears an apron in the one they use now. Nor can you directly change the portrayal of women in history books. Good teaching is hard work, and you can help by providing good supplementary materials to the teachers. Do not be concerned if your efforts seem so minimal; most real changes in schools come from one teacher or a group of teachers doing something new.

Because on this issue your work with the school and its personnel will be so individual, about the best that can be presented is a miscellany of ideas about some possible courses of action. These are presented only as examples, so use your own knowledge of your own district as to which strategies and which materials will be most useful. Your success will depend on your personal contacts with teachers and your general knowledge about how things are done in your district. (And sometimes, unfortunately, on your personality, social class, income level, children's behavior, and your general image in the community.)

Teacher Awareness

Some suggestions for helping classroom teachers become aware of sex-role stereotyping are:

- 1 If you do not have any personal friends among the teaching staff, one way to acquaint teachers with the topic of sexism is to clip together a copy of the state guidelines on "Eliminating Sex Bias in Education"* with a copy of "Examining Sexist Attitudes and Expectations of Teachers" and having these placed in each teacher's box at school. Having this done will have to be cleared either through the building principal or a curriculum director, although there is nothing to prevent you from mailing these to each staff member (if you can afford the postage). A list of the staff should be available from your district office.

- 2 If you have a friend or sympathizer who teaches in one of the schools, lend her some of the materials you have

*Again a reminder that all materials mentioned in this book are described in the Resource Section.

gathered and ask her to pass them around to other teachers. Have materials marked with your name and address so that others sympathetic to your cause will know how to reach you. *Dick and Jane as Victims*, a documentation of sex stereotyping in children's readers, is particularly useful in helping elementary teachers become aware of the forces influencing children. Shorter articles, announcements, or materials can be left in the teachers' lounge or posted on their bulletin board. Being friends with the school librarian can be helpful in reaching teachers; she will often pass materials around.

- 3 If your elementary or junior high librarian is sympathetic, obtain a copy of "Free to be . . . You and me," a record of songs and stories designed to help children become free from stereotypes, for her to have available for teachers' use. This record is now available at most record stores.

- 4 If you have a friend who teaches upper elementary or secondary school social studies, find out if her class has discussed the feminist movement or "women's lib" during current events or at other times. Ask if she'd like to have a guest speaker come talk to her class, and offer to help arrange for one. Sources for speakers are listed in the Resource section.

If you feel comfortable being the speaker yourself, try to do so. It is often very effective to have an identifiable community parent talking responsibly about a subject which the kids think is so "freaky" and far out.

- 5 If you have a friend who teaches a senior high social studies, offer to help organize a unit on Women in History. The bibliography in *Sexism in Education* is a good source for developing a reading list. Similarly you could help an English teacher organize a unit on Women in Literature. A number of teachers are beginning to develop units in the field of women's studies, so keep your eye out for what is available.

In any case, when helping teachers develop units, you will have a chance to see what feminist materials are available in your school library and to encourage the librarian to stock these materials. Ask if she will subscribe to *Ms.* magazine.

Counseling

Your effectiveness with counselors will be almost a matter of pure chance because the number of counselors in most school districts is very small, and you may or may not find one who is receptive to your views. Your best approach is to gather materials dealing specifically with women and work, and your best source for these is the Women's Bureau of the Department of Labor. Write for a list of their publications (Women's Bureau, U. S. Department of Labor, Washington, D.C. 20210) and then send for the ones which seem most appropriate for your local conditions.

Some sample titles are: *Expanding Opportunities for Girls - Their Special Counseling Needs*, *Counseling Girls Toward New Perspectives*, *New Approaches to Counseling Girls in the 1960's*, *Help Improve Vocational Education for Women and Girls in Your Community*, *Changing Patterns of Women's Lives*, and a series of pamphlets about career opportunities for women. Most of these publications are free or very cheap.

If you have more than one counselor at your school, determine which one is most likely to be sensitive to your views. Otherwise, just make an appointment with one of the counselors and bring her or him the materials you have gathered. It is best to be low-key at first, and to come in a spirit of providing help. If the counselor seems receptive, you have found an ally within the school; if she or he is not, you have at least provided the counseling office with resources which may help some of the girls in your district.

You may also want to discuss with the counselor the vocational interest tests which are used in your district. In the past many of these tests were blatantly sexist in both their form and content, although changes are being made now to make them less so. Much of the built-in sexism of these tests can be counteracted by the interpretation of a sensitive counselor.

If you feel uncomfortable about actually going to see a counselor in person (we all have our moments of cowardice), you may want instead to just mail some of the materials along with a note saying that you found these interesting

and hope that she or he will find them useful. Be sure to include the State Department's guidelines on "Eliminating Sex Bias in Education," and be sure to suggest that the counseling office get on the mailing list of the Women's Bureau.

Career Education

Career education is now an "in" subject in the public schools although there is no general pattern about how it is presented. Typically, however, career education is carried out informally by teachers in the elementary school, often with a "careers week" display in the library; it is usually under the direction of either a counselor or a director of vocational education in the secondary schools. Hopefully you can find out what happens in your district by asking a friend who works there.

Once you have identified who is doing what -- and this may be difficult since career education is still so fluid -- offer the use of the same materials from the Women's Bureau that you used with the counselors. For elementary teachers portfolios of photos of women in non-stereotyped work (available for \$2.50 from Feminist Resources for Equal Education, PO Box 185, Saxonville Station, Framingham, Mass. 01701) would be helpful. Most teachers feel they should be doing something about careers, but don't always have the resources available. They should therefore welcome suggestions and help.

Your district may not yet have much of a career education program going, and if this is the case, offer your help in developing one. Many schools have citizen advisory committees set up when they are adding new programs to the curriculum, and this gives you an ideal opportunity to have the feminist point of view represented.

Career education at times includes having speakers come into the classroom and talk about their jobs. If this happens in your school, see if you can help by finding women in non-traditional occupations who would be willing to be speakers. Feminist organizations may be able to suggest names if you know of none. An exciting day in our high school occurred when a speaker from N.O.W. came to talk to the kids during a career day program. She discussed her personal experiences of job discrimination and awakened many of the students to the realities of sexism in our society.

Family Life & Sex Education

Family life and sex education is another "in" subject in the schools. Unlike career education, however, this subject is controversial; many districts experience conflict when introducing this topic into the curriculum. Opposition comes primarily from those who want to protect the "innocence" of their children; they apparently have never seen the words scratched into their children's desks.

To counteract this form of opposition, most schools have therefore emphasized traditional values and sex-role stereotypes in their family life courses. Even the State Department of Education's curriculum guides assume there are appropriately "masculine" and "feminine" attitudes and forms of behavior. Many courses assume that wifehood and motherhood are the only appropriate goals for girls.

Although you should be aware of possible controversy, you may still want to raise the level of awareness of those who teach a subject in which it is so easy to slip into stereotyped thinking. Depending on your relationships within the district, you can go either to the curriculum director for a formal review of the program or you can work informally with teachers you know. In either case, prepare yourself with information about how sex roles are changing, how family roles are changing, statistics on the number of women who work outside the home, statistics on the number of households headed by women, and any other information showing that the Victorian model of the family is not necessarily the only model.

In presenting your views, stress the fact that there are alternative lifestyles available and that young people are aware of these. Suggest that if family life and sex education do not match reality as young people know it, the whole course will lack credibility. Do not be dogmatic about any one point of view, but point out that the purpose of family life and sex education is to help kids make responsible and realistic choices.

The Emma Willard Task Force has suggested that the following topics be incorporated in family life and sex education courses:

Discussion of girls' and boys' attitude toward their own sex and each other

Critical discussion of dating mores and the concept of women's role which underlies them

An end to double-standard moralizing

Information on birth control

Discussion of marriage, its role in our society, and the student's personal expectations

Discussion of present family roles and the division of labor

Discussion of other forms of family (or non-familial) organization besides the nuclear family

An end to Freudian bias in assumptions about female sexuality (women's passive nature, etc.)

Because family life and sex education courses offer such an ideal opportunity to have explicit class discussions on sex-role stereotyping, be as helpful as you can in offering the use of your materials and resources. Offer to help arrange for guest speakers on these topics. Offer the use of your *Sexism in Education* book as a source of information. Its mini-course on Women's Liberation has many class and individual projects appropriate for use in family life courses. Use this and any other material you have gathered to help teachers help their students become aware of the options available when they are no longer boxed in by the stereotypes of sex.

Segregation by Sex: Shop and Home Ec.

The State Department of Education requires all junior high school students to take a certain number of hours of "Practical Arts" -- industrial arts, home economics, or agriculture. Traditionally, the schools have interpreted this to mean requiring girls to take home ec and boys to take shop. There is nothing in the state requirement, however, which differentiates on the basis of sex; and there is therefore no good reason for schools not to have both boys and girls take both these courses. My own school

recently integrated the 7th and 8th grade shop and home ec courses with little fanfare and much success. Both boys and girls are now required to take both.

Aside from the fact that kids usually enjoy these courses, it is much more sensible for people growing up today to learn how to take care of their physical needs. Chances are that a boy will not have some female to wait on him all his life, and he will need to know how to feed himself and sew patches on his jeans. Chances are that a girl will not have a handyman available all her life and will need to know how to use hammer, saw, and screwdriver and how to repair the plug on the vacuum cleaner. In today's society all persons need to know the basic skills for survival -- simple cooking, household maintenance, and auto mechanics.

Although these statements seem obvious, many schools follow tradition and have not responded to changing times. Check into your own junior high school and find out the requirements. If your school does segregate the sexes, try to change this. The person to see is someone in authority who will be responsive on this subject: the principal of the junior high, the director of secondary education, the superintendent, or a board member. Hopefully this person will see that your suggestion makes sense and will take it from there. Changing the requirements is an easy thing for the school to do because it doesn't cost money.

However, if you do meet resistance or are ignored, raise the issue in public. Write a letter outlining the reasons for the change and send copies to board members, the superintendent, and the press. Ask to have the topic on the agenda of a board meeting. Remind the board that other districts have made this kind of change, and suggest that your own district is not responding to changing times.

In senior high school, practical arts courses are elective. Few schools actually prevent kids of either sex from taking these courses, but if your school does, remind them that it is against the law to do so.

Minnesota Statutes 363.03 Subd. 5 states, "It is an unfair discriminatory practice to discriminate in any manner in the full utilization of or benefit from any educational institution, or the services rendered thereby

to any person because of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance or disability."

In other words, it is against state law to deny access to a course on the basis of sex.



fem-i-nism (fem'e-niz'm), n. [*L. femina, feminine, -ism*], l. a) the theory that women should have political, economic, and social rights equal to those of men. b) the movement to win such rights for women. fem-i-nist (fem'e-nist), n. an advocate or supporter of feminism. adj. of feminism or feminists.

Proposals for Change- Personnel Policies

39

The role of women in today's society can hardly be improved as long as school personnel policies favor men. If your intention is to eliminate sex stereotypes in the school program, you should also be willing to work for personnel policies that recognize the right of women to achieve equal pay for equal work and to hold positions of authority within school systems.

State Law v. the Realities

Minnesota state law is explicit about discrimination in employment practices. *Minnesota Statutes 363.03, Subd. 1, states that, "Except when based on bona fide occupational qualification, it is an unfair employment practice . . . For an employer, because of race, color, creed, religion, national origin, or sex . . . to discriminate against an employee with respect to his hire, tenure, compensation, terms, upgrading, conditions, facilities, or privileges of employment."*

Similarly, there are federal laws and regulations which forbid sex discrimination in educational institutions. See the Resource section for a listing of federal laws and procedures for filing complaints about sex discrimination in educational institutions.

The facts are these:*

- 100% of the superintendents in Minnesota are male
- 99.5% of high school principals in Minnesota are male
- 75.4% of elementary principals in Minnesota are male

*Figures on school administrators taken from Hooker, Clifford, "The Supply and Demand of Public School Administrators" in *Administrative Leadership*, Vol. VIII, No. II, University of Minnesota, Winter, 1973. Social Studies teachers as cited in the WEAL complaint (see Appendix). Pay for coaching and "female" occupations has been true in my own district and in other districts with which I am familiar.

- *Female social studies teachers in Minnesota are greatly under-represented in the schools in relation to those available for placement*
- *Female coaches are often paid less than male coaches for extra-curricular athletics*
- *School secretaries, cooks, matrons, and other employees in "female" occupations are low-paid in the same way that they are in private industry*

These figures are particularly interesting when you remember that so many teachers are women.

The inequities found in most school districts fall into two categories: 1) covert practices and policies which discourage women in administration and some teaching fields; and 2) overt practices of lesser pay for equal work outside of the regular teaching assignment.

Realistically there may not be much that you can do about hiring and promotion practices, but if you have the time and energy it is always worthwhile to point out instances of institutional sexism. If you have a fair-minded board, you will have made them aware of an area of discrimination that they may try to rectify; if your board is not so fairminded, you have at least made them aware that they are in some instances breaking the law. The one bright spot in all this is that teacher salary schedules are drawn up without regard to sex.

Hiring and Promotion

The scarcity of women at administrative levels has many causes, the most general being that our society expects women to play subordinate and dependent roles, and teachers are no exception to this rule. Fewer women than men obtain graduate degrees in educational administration, partially because they have not been encouraged to do so and partially because many women carry the double responsibility of being housewife and mother after a demanding day of full-time work.

Additionally, school administration is typically composed of a group of males who have come up from the ranks through the coaching to assistant principal to principal route. These men are uncomfortable with the idea of women in positions of authority, and are not

anxious to have their "team" become co-ed. Go to any meeting of school administrators and savor the pure flavor of locker-room masculine mystique. These are the persons who make recommendations on employment, and it's tough for a woman to break into that crowd.

Be that as it may, many schools are beginning to realize the inequity which exists at the administrative level, although few have attempted to effect a balance. If you think there should be women at all levels and in all fields in your district, your first step (again) is to get the figures for your own schools. Obtain a list of all professional personnel in administration, counseling, plus any other field which interests you, and see how many of them are women.

If you are concerned by the numbers, write an "open letter" to the board and superintendent patterned after Jeanne Lundquist's letter (reprinted in Resources) using incidences related to your own district. Along with the letter enclose a copy of the statistics you've compiled and a copy of the state department's guidelines on eliminating sex bias in the schools. Send a packet of these materials to the press. Ask the superintendent to place this topic on the agenda of a future board meeting.

Some schools are already under pressure about sex discrimination in the hiring of social studies teachers and administrators because of the complaints filed this year by the Women's Equity Action League (WEAL). In January, 1973, WEAL filed complaints against 30 metropolitan school districts on the grounds that social studies departments in these schools are predominantly male despite the fact that there are many women registered at placement offices at the colleges of education. In June, 1973, WEAL filed further complaints against 31 metropolitan school districts on the basis of the few numbers of women in administrative positions. These complaints were filed with the Federal government under Title VII of the Civil Rights Act of 1963 and under Title IX of the Higher Education Act amendments. Press releases concerning these complaints are reprinted in the Resource section. You may want to include some of this information with the packet of materials you have gathered for your own district.

Whether or not your own school district is one cited in the WEAL complaints, try to have the topic placed on the agenda at a board meeting as soon as you have gathered the statistics for your district and written your "open letter." The federal investigation of the WEAL complaints may take some time, and additional pressure from you will keep attention on it.

At the board meeting, you will want to find out if the board has any stated policy regarding hiring and promotion on an equal opportunity basis. If they do, point out that the policy is obviously not working well (as is probably the case), and suggest that the board adopt an affirmative action program. Many schools have a policy to the effect that "race, color, creed, sex, religion or national origin shall play no part in personnel policies or practices" so you will have the problem of convincing them that affirmative action (which does specify race or sex) is necessary in order to make up for past discriminatory practices.

Many districts assign a topic like this to a committee for study. If possible, sound out a friendly board member or school staff member about whether this is a normal procedure or whether it means they are dodging the issue. In either case, check the composition of the committee and try to get some strong feminists on it. Volunteer for it yourself.

Because this topic is so new to the schools, and because most schools will resist the idea that they have ever indulged in discriminatory practices, chances are that the most you can accomplish will be less than ideal in the way of an affirmative action program. At the time of writing this booklet, I have not found any school district which has either a strong or imaginative affirmative action policy. About the best that can be done here is to quote from some general policies in several districts.

Stillwater: "It is the position of the administration that boys and girls should have opportunities to relate with adults of both sexes throughout their school careers. Teachers in the schools serve both in an instructional capacity and as examples for the students. While maintaining the standards for teachers in the district, the administration will follow recruitment and selection procedures which will result in representation of the sexes at all grade levels when feasible and in as many departments and positions as possible in each of the district schools."

In Stillwater the "administration, at least once a year, is to review the present personnel practices to assure compliance and to make certain that no barrier, real or implied, precludes equal employment opportunities."

White Bear: "The Board of Education, Independent School District # 624 directs the administration (1) to actively recruit well qualified women and minority group members to positions of administration and responsibility, (2) to develop an affirmative action program for bringing about an equitable balance of men and women on the administrative staff, (3) to develop an affirmative action program for bringing about an equitable balance of minority members on the total staff, and (4) to report to the Board of Education on April 1, 1974 and on April 1 of each year thereafter as to the progress in hiring such persons."

After passing this resolution, the White Bear board passed a motion to establish a committee to recommend procedures for implementing this policy. You may want to check the progress of this committee and its work (call board member Liz Ebbott 426-3463). Some early suggestions on implementation included the use of internships, Sabbaticals and rotation of administrators with others.

The success of an affirmative action policy really depends upon the commitment of those who are to carry it out. Even if your district is an enlightened one and has passed a good policy statement, you should still follow this topic at future board meetings. Each time a person is recommended for employment, check to see that the administration is following the stated guidelines and goals.

If your district is intransigent and you are unsuccessful in getting any real policies or programs adopted, the best you can do is to keep an eye out until a case of overt discrimination occurs. At this time a complaint can be filed with the State Department of Human Rights or with the Federal government.

Remember, however, that the gloomy financial situation in most schools means that few persons, male or female, are being hired. While much of your effort in this area

will have little practical effect in the near future, it is important that a sensitivity toward the need for change be instilled in the system.

Unequal Pay

Cases of unequal pay for equal work are clearly illegal and are much easier to document than patterns of discrimination in hiring and promotion. In school systems this is most likely to occur either in the pay for extra curricular activities (particularly coaching) or in custodial salaries.

To check on coaching salaries, obtain from your director of business affairs a copy of the extra-curricular salary schedule. This is public information and you should have no trouble getting it. If you do have trouble, however, ask to see the official minutes of the meeting at which the board ratified the master contract between the school district and the teachers' organization. This master contract contains both the salary schedule for regular teaching assignments and a salary schedule for all extra-curricular assignments.

On the extra-curricular schedule compare the salaries for coaching girls' sports with coaching boys' sports. If there is a differential, try to find out why. Often the seasons for different sports are of different lengths, so there is some justification for a difference in pay. Ask your business manager about length of season, number of games, etc. If he does not know, ask him to find out from the athletic director. (The athletic director is more likely to give straight answers to a male administrator than to you.)

If it appears to you that there is a real difference in pay between men and women coaches, go to the school board about it at a public meeting. Be sure that you have your facts straight, and have written copies showing the differences to give to board members and the press. Include written copies of Minnesota Statutes 363.03 Subd. 5, the portion of the Human Rights law dealing with discrimination in employment. It is always impressive to quote statute numbers.

At the board meeting, you will probably be told that the salaries were the result of the negotiations process with the teachers, and that both sides agreed to it, and they can't open up the whole process again, etc., etc.

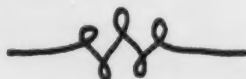
However, you can remind the board that they are the employers under the law, and are therefore responsible for abiding by the law.

Depending on the response from the board, and how clear-cut a case of discrimination you can document, you will now want to decide whether or not to take legal action.

Women custodians are called "matrons" and are usually paid less than male custodians (sometimes one half on an hourly basis) for the same work. This inequity in pay is normally hidden behind a facade of purported requirements for skills in carpentry, or electrical maintenance, or boiler operation and repair. Upon checking job descriptions, however, many of the skill requirements are not, in fact, defined. If they were, both men and women could meet the requirements and qualify for the corresponding pay. As it is now, stereotyping and custom are the basis for custodial employment practices.*

Realistically, there may not be much you can do about custodial salaries beyond calling attention to this flagrant instance of sexism. The unions have gone along with the lower pay for matrons, and the school board is never interested in spending more money than they have to. Nevertheless, calling the attention of the board, the press, and the public to the lack of objective job requirements and the resulting unequal pay for women will again help to instill a sensitivity in the system for the need for change.

*Moreover, you can't have male "matrons" because females have to keep checking the girls' lavatories. For this privilege they get \$2.00/hour less.

A handwritten signature, possibly reading 'ese', is centered at the bottom of the page. It consists of a horizontal line with a stylized, cursive flourish in the middle.

Conclusion

46

The women's movement grows and changes. Work on this booklet started in February, 1973, and ended this September. In that time, workshops and conferences on sexism have been held, teachers have been made more aware of sexism through their human relations courses, the State High School League has suspended its rule against girls on boys' teams, growing numbers of schools are under pressure about their athletic budgets, articles on the damage done by sex-role stereotyping have appeared in educational and popular journals, units in women's studies have been developed for the classroom, and the state legislature has banned overt sex discrimination in education.

Despite a growing awareness of the need for change, however, there is still much to be done. Sexist attitudes are deeply ingrained in our educational system and will not be easily overcome. Change will come only after a long period of persistent effort directed at every element of the educational system.

A crucial part of this effort must come at the local level. The schools belong to the people, but the people must be willing to speak out on issues which concern them. Only at the local level are the demands of parents for their children heard, respected, and responded to.

As you add your voice to those who are already working to eliminate sexism in the schools, I hope you will find this booklet useful.

Nina Rothchild

Mahtomedi, Minnesota

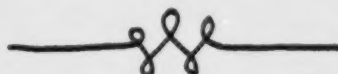
September, 1973

Resources

47

This Resource section is not intended to be exhaustive. It is, instead, a sampling of information which may be useful to you. A complete listing of resources can be found in *Sexism in Education* by the Emma Willard Task Force. My intention here is to list organizations which can provide help, a minimal bibliography, samples of written materials, and information supplementary to the main text of the book.

Every attempt has been made to be up-to-date and accurate in the listings, but as the women's movement grows and changes, there are likely to be changes in the resources available.



ORGANIZATIONS	48
BIBLIOGRAPHY	50
STATE GUIDELINES ON ELIMINATING SEX BIAS IN EDUCATION	51
EXAMINING SEXIST ATTITUDES	53
REPRINT FROM "MINNESOTA TEACHER"	54
THE WEAL COMPLAINTS (Press Releases)	57
SAMPLE LETTERS TO THE EDITOR	59
SAMPLE ATHLETIC BUDGET	61
STATE AND FEDERAL LAWS	62

If you need some help or feel isolated from the women's movement, call or join one of these organizations. Sisterhood is powerful.



NATIONAL ORGANIZATION FOR WOMEN (NOW)

Roberta Pettit, State Coordinator
1767 Blair Ave., St. Paul, N. 55104

NOW's purpose is to take action to bring women into full participation in the mainstream of American society in equal partnership with men. Minnesota chapter are:

Fargo-Moorhead NOW

Liz Mattern, Convenor
126 Oak Manor Court, Fargo, N.D. 58102
(701) 237-3087

Little Falls NOW

Karen Foltmer, Convenor
RFD #5, Little Falls, Mn. 56345
(612) 632-3143 or 632-6631

Rochester NOW

Mary Kay Bouise, President
3007 N.W. 51st St., Rochester, Mn. 55901
(507) 282-1845

Southern Minnesota NOW

Esther Holley, President
604 4th St. S.W., Austin, Mn. 55912
(507) 433-4367 or 437-6691

St. Croix Valley NOW

Mary Pozzini, President
305 Darrell, Ct., Stillwater, Mn. 55082
(612) 439-2959

St. Paul NOW

Susan Shaw, President
1517 Grand Ave. #2, St. Paul, Mn. 55105
(612) 699-4847 or 375-8220

Twin Cities NOW

Virginia Watkins, President
5841 Whited Ave., Minnetonka, Mn. 55343
(612) 938-4788 or 296-6646

Speakers bureau:

Pat De Francis (612) 225-2745
Mary Lee Geisser (612) 698-5290

Wayzata NOW

Marceline Donaldson, Convenor
2540 Old Beach Rd., Wayzata, Mn. 55391
(612) 471-7796

EMMA WILLARD TASK FORCE ON EDUCATION

Box 14229 University Station, Mpls. 55414
(612) 333-9076, leave message or call:
Sherry Lurth 822-8345
Kathy Olson 333-6870
Gerri Perreault 823-7516
Ann Risch 332-3958
Mary Sornsin 333-9076 or 331-2174

A metropolitan organization whose purpose is to eliminate sexism in elementary and secondary schools. Have published *Sexism in Education* (see bibliography). The Task Force provides courses, speakers, workshops, information on available materials and resource people, and consultation concerning curriculum development and human relations courses.

WOMEN'S EQUITY ACTION LEAGUE (WEAL)

Vivian Nelson, State President
926 Thomas Ave. No., Minneapolis, Minn.
(612) 522-1489

Seeks to solve women's economic problems, particularly through legal action. Have some statewide membership and can supply names. Encourages new members. No speakers bureau. Can be helpful with legal matters and procedures for filing complaints.

MINNESOTA WOMEN'S POLITICAL CAUCUS (MWPC)

1130 Nicollet Ave. Rm. 11, Mpls. (YWCA)

Mary Ziegenhagen, Metro Coordinator
158 Birnhamwood Rd., Burnsville, 55337
(612) 890-6847

Avis Foley, Membership

1812 Como Ave. S.E., Mpls. Mn. 55414
(612) 331-8841

MWPC is a non-partisan educational and training organization with the purpose of seeking out and encouraging women to take more responsibility in politics. May be source of names of feminists in your community (statewide organization). Encourages new members. Speakers bureau.

DFL FEMINIST CAUCUS

Koryne Horbal, Coordinator

8380 Palm St. N.W., Minneapolis, Mn. 55433
(612) 786-8400

Jane Hilliard, Speakers Bureau

259 17th Ave. S.W., New Brighton, Mn. 55112
(612) 633-3608

Joan Poritsky, Membership

1988 Goodrich Ave., St. Paul, Mn. 55105
(612) 699-5105

An organization of women within the DFL whose purpose is to seek out and support political candidates who support their positions on feminist issues. Statewide membership. Encourages new members. Speakers Bureau.

GOP WOMEN FOR POLITICAL EFFECTIVENESS

Virginia Wahlberg, Coordinator

1452 Windemere Dr., Fridley, Mn. 55421
(612) 788-3318

Ann O'Loughlin, Issues Coordinator

(612) 824-1455

An organization of Republican women primarily interested in seeing women promoted as candidates and in candidates who support their issues. Recently formed. Encourages new members.

LEAGUE OF WOMEN VOTERS (LWV)

Minnesota State Office

555 Wabasha, St. Paul, Minnesota
(612) 224-5445

Objective is to promote informed and active participation in government. Not a feminist organization, but have a position on equality of opportunity in education. Members meet in neighborhood units for study and consensus. Have an extensive state-wide membership; call the state office for information about your local chapter.

MINNESOTA WOMEN'S CENTER

301 Walter Library, University of Minnesota
Minneapolis, Minnesota
(612) 373-3850 8-4 Mon-Fri

Not an organization but an office of the University. Essentially involves the education of women and provides an extensive resource center of women's literature, film catalogues, and speakers. Have names of those who have

taken course on "Introducing High School Students to the Women's Movement" who are available to speak on feminist issues to schools and other groups. Contact Etta Magnusen.

MINNESOTA DEPARTMENT OF HUMAN RIGHTS

State Office Bldg., St. Paul, Mn. 55101
(612) 296-2931

Betty Howard, Director, Women's Division
Ruth Stack, Women's Advisory Committee

Purpose is to enforce the Minnesota Human Rights Law. Can offer help and advice on legal matters and filing complaints. Women's Advisory Committee has a subcommittee working on sex-role stereotyping in education.

MINNESOTA FEDERATION OF TEACHERS (MFT)

Women's Rights Committee

Carol Freeman, Co-chairperson

3237 Colfax Ave. So., Mpls., Mn. 55408
(612) 825-7466

Carol Jetland, Co-chairperson

Route 2, Park Rapids, Mn. 56470
(218) 732-9881

The MFT is one of the two professional teachers' organizations in Minnesota, the other being the Minnesota Education Association (MEA). The MEA has a Human Rights Committee, but not a separate Women's Rights group. The MFT Women's Rights Committee is actively working to help eliminate sexism in education, and hope to be of assistance to others. Contact any of the following: Ruth Mages, 109 4th St. NW, Aikin 56431, (218) 927-3961; JaLayne Turk, 101 E. 2nd Ave. N., Aurora 55705; Marcia Paulsen, 110 W. Ash St., Buffalo 55313, (612) 682-4034; Judy Byce, 1809 Jefferson, Duluth 55812, (218) 724-4938; Anne Schmid, 1425 Jessamine W., St. Paul 55108, (612) 645-5617; Dorothy Harboe, 1509 19th St. NE, Rochester 55901, (507) 288-7002. Committee Chairpersons are: Marty McDermott (Publicity), 1279 Brighton Sq., New Brighton 55112, (612) 636-0242; Violet Meyer (Legal Action), 35 Natchez Ave. No., Mpls. 55422, (612) 377-0802; Glenda Mooney (Speakers), 2090 Douglas Ln., White Bear 55110; Kathy Garvey (Women's Sports), 2900 Douglas Dr., Golden Valley 55427; Gay Nelson, 2218 1/2 4th Ave. W., Hibbing 55746; Flora Rogge, 5445 E. Twin Lake Blvd., Mpls. 55429, (612) 645-8673; Jesseli Moen (612) 890-8849.

Because extensive bibliographies are available elsewhere, this listing has been limited to printed materials which have been mentioned in the book and/or can be easily obtained.



SEXISM IN EDUCATION

Emma Willard Task Force on Education
Box 14229, University Station, Minneapolis,
Mn. 55414 \$3.50 by mail.

Contains articles about sexism, proposals for change, classroom materials, and an extensive bibliography of feminist resources. The bibliography is useful for gathering materials for your own use as well as helping to provide teachers with resources. (1972)

ELIMINATING SEX BIAS IN EDUCATION

Minnesota State Board of Education
715 Capitol Square, St. Paul, Mn. 55101
(available in quantity from Publications
Section) Free.

An 8-page pamphlet stating the policy and proposed action by the Minnesota State Board of Education. Because this is "official" policy of the educational establishment and is therefore so useful in providing you with credibility in your local district, these guidelines have been reprinted elsewhere in this Resource section. (1972)

DICK AND JANE AS VICTIMS:

Sex Stereotyping in Children's Readers
Women on Words and Images

P.O. Box 2163, Princeton, N.J. 08549 \$1.50

A detailed report with statistics on the 15 most widely-used series of elementary school readers. Excellent to use with elementary teachers and librarians. (1972)

SEX ROLE STEREOTYPING:

Implications for the Human Services

Minnesota Resource Center for Social Work
731 21st Ave. S., Minneapolis, Mn. 55405
\$3.00

Just published. An excellent background book on all phases and implications of sex-role stereotyping. Annotated bibliography. (1973)

LITTLE MISS MUFFET FIGHTS BACK

Feminists on Children's Media
P.O. Box 4315, Grand Central Station
New York, N.Y. 10017
\$.50 plus stamped self-addressed envelope

A bibliography of recommended non-sexist books about girls. The booklet is an annotated listing of 200 fiction and non-fiction books for children from 3 to 15. You may want to give a copy to your school librarian. (1971)

LITTLE MISS MUFFET HANGS IN THERE

Minnesota Library Association
Children and Young Peoples Section
5511 27th Ave. So., Minneapolis, Mn. 55417
\$.15 plus stamped self-addressed envelope

A selected updating and expansion of the original list, by the Committee on Feminism in Children's Books of the MLA. (1973)

(PAMPHLETS AND NEWSLETTERS)

Women's Bureau, U. S. Department of Labor
Washington, D. C. 20210 Free or low-cost

Many publications about women and work are available by writing for their publications list and asking to be placed on their mailing list. Useful for counselors and career education.

(TAPES)

Minnesota Resource Center
for Social Work Education
731 21st Ave. S., Minneapolis, Mn. 55405
(612) 338-7137

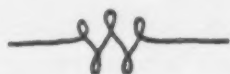
Video tapes on sexism in the school available free. Tapes play on a ½" video tape recorder. Each 30 min. long. Tape No. 1: Sexism in Texts and Symposium of High School Students; Tape No. 2: Positive Measures K-12 to Eliminate Sexism. (1973)

(REPRINTS, PUBLICATIONS)

KNOW, Inc.
P.O. Box 10197, Pittsburgh, Pa. 15232

KNOW, Inc. serves as a clearing house for reprints of articles on women's liberation, assorted feminist publications, and women's studies catalogues. Write for a list of materials available.

Reprinted below are the Minnesota State Board of Education guidelines for "Eliminating Sex Bias in Education." The guidelines were adopted September 11, 1972. The pamphlet from which this is reprinted is available in quantity from the Publications Section, State Department of Education, 715 Capitol Square, St. Paul, Mn. 55101.



ELIMINATING SEX BIAS IN EDUCATION: A Statement of Policy and Proposed Action

The State Board of Education believes that our educational system has helped perpetuate the division of the sexes into predetermined roles and has failed to provide freedom from discrimination because of sex and marital status.

The practice of stereotyping and socializing men and women into "masculine" "feminine" roles has resulted in prejudice, dominance, discrimination and segregation harmful to the human development of both sexes.

While there is awareness among many people of racism and its debilitating effects on our society in the wastage of human potential, there is not the same awareness of the harmful effects and the extent of discrimination and stereotyping due to prejudices concerning gender.

The State Board of Education asks the Department and the public schools to assume leadership in eliminating bias and discrimination so that the many practices based on sexual stereotyping can be ended and the assumptions changed with evolvement of new values.

To implement this policy, the State Board of Education requests the Commissioner and the Department to act as follows:

Consider including a component on sex bias in the Human Relations Certification Regulation (Edu 520-521). Human relations training should include a study of the effects of sexual bias.

The State Board of Education is concerned about four areas in particular: discrimination in hiring and promoting, sex requirements for boys and girls to participate in sports and extra-curricular activities, sex bias in curricular and teaching materials,

and providing in-service training for administrators and teachers to overcome the habits and practices of teaching stereotyped social roles.

Discrimination in hiring and promoting on the basis of sex and marital status has been a damaging and long-standing practice in Minnesota's educational system. Although women teachers still outnumber men, the number of women has been steadily declining for several years.

Promotion bias against females shows in the low number of women who are principals or superintendents. In 1971, only 24.6% of the elementary principals were women, .5% of the secondary principals, and there were no women superintendents in Minnesota.

The State Board requests the State Department to:

Review all Department job descriptions and eliminate all sex-based requirements for employment or promotion.

Develop a program within the Department which provides equal opportunity for promotion to higher level positions regardless of sex or marital status.

The State Board requests local boards to:

Provide equal opportunities for employment and promotion regardless of sex or marital status.

Make known to hiring officials and local personnel committees the pertinent laws on sex discrimination and to assure adherence to these laws.

Extra-curricular activities have too long been typed as masculine and feminine, resulting in exclusion of female students from the majority of sports activities. Certain courses are also presented as being for males or females, limiting the educational opportunities and destroying the motivation of all students for gaining a full education.

School counselors should encourage students to consider careers in accordance with their interests and abilities regardless of the traditional roles or careers.

The State Board requests the State Department to:

Review all State Board rules and regulations and take steps to eliminate all sex-based requirements for courses and extra-curricular

activities for students.

The State Board requests local school boards and administrators to:

Provide equal access for all pupils to local school facilities, programs, equipment, staff services, and financial resources.

Some textbooks now used reflect stereotyped concepts of masculine and feminine roles. Some elementary textbooks show male adult roles as fireman, policeman, milkman or predominantly, a man in a business suit and tie who returns home to a wife who has spent the day doing dishes and housework.

These stereotypes lead children to believe that their parents are somehow unusual, because the majority of men in the state are not businessmen and many women work and support a family.

Boys in these books are shown as inventive, adventurous and capable while girls are shown as passive, negative influences who are preparing for a life in their hoped-for future household. These stereotypes discourage young girls from developing their basic personal potential and withholds them from the motivation gained from outside reinforcement that is granted to males.

The State Board requests local school boards and administrators to:

Select books which promote elimination of sex bias.

Books and other materials for raising consciousness of the patterns of existing bias and containing information on employment and promotion should be available to all people in the school system.

The State Board requests the State Department to:

Arrange a collection of appropriate books, materials and media on sex bias to be available in the State Department Professional Library and to inform staff of available information.

Arrange for preparation of an annotated bibliography on sex bias to be distributed to all school districts in the state.

Career education programs are now being developed in elementary grades and junior high. In these programs and in existing senior high programs, the careers must be presented as available for both male and female students.

Though programs are nominally open to both, the large part of young women presently in post-secondary vocational training take clerical, secretarial or practical nursing courses, showing that little consideration has been given to less traditional roles. Girls should be encouraged to explore non-traditional courses in line with their particular interests.

The State Board requests the local boards and administrators to:

Develop career education programs for all students which recognize the need for equality of opportunity in career choice regardless of sex.

The fourth major concern of the State Board of Education is to provide in-service training for teachers, counselors and administrative and supervisory personnel to help them recognize practices of stereotyping and prejudice and readjust their teaching methods and values to end the harmful practices.

The State Board requests the State Department to:

Arrange staff meetings to raise the level of awareness of all staff members.

Include components on sex bias in education in the conferences and workshops sponsored for local administrators and school board members.

Encourage teacher-preparing institutions to include information about sex bias in pre-service and in-service programs and courses.

The State Board requests local school boards and administrators to:

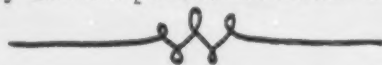
Provide in-service training for professional and supporting staff members on elimination of sex bias.

The State Board of Education hopes these steps will bring Minnesota's schools closer to the goal of equal education and employment opportunities for all.

Examining Sexist Attitudes

53

Reprinted below is one of the materials from "Sexism in Education" designed to help teachers become more aware of common practices which contribute to sex-role stereotyping.



EXAMINING SEXIST ATTITUDES AND EXPECTATIONS OF TEACHERS

December 1971

I. BEHAVIOR

Do you excuse behavior in boys you would not tolerate in girls, because "boys will be boys" or vice-versa?

Language: Are boys expected to use more poor grammar, profanity, rough language and slang?

Personality: Are boys expected to be more independent, aggressive, boisterous and rough, while girls more dependent, snickering, whining?

II. ACADEMIC PERFORMANCE

How often do you have different expectations of students, based purely on sex roles?

Written Work: Are girls expected to have neat penmanship, correct grammar, etc., but boys don't have to meet this standard (after all, they won't be secretaries).

Skills: Are girls expected to excel in verbal areas, while boys do well in Math and Science?

Creativity: Do you expect aggressive curiosity from boys, while girls do the "good" work — don't question, just please the teacher?

III. SOCIALIZATION

How many times during the day do you refer to a student's sex? "Boys and Girls" "I want one boy and one girl to volunteer." How much joking do you do about girls' and boys' attitudes toward each other?

Do you tease third graders about having boy friends or girl friends?

Do you make sexist generalizations — "Women can never make up their minds."

Manners: Are girls expected to be more mannerly and feminine (passive, sweet, dependent)?

Do you encourage boys to be chivalrous (stand or sit on floor if not enough chairs for the girls, carry chairs and other heavy objects for girls, etc)?

Do you have a double moral standard for boys and girls? Girls are more religious and moral; boys are loyal and ethical.

What is your attitude toward the unmarried pregnant girl?

Dress:

How often do you "size" up a student on the basis of physical appearance?

Are girls expected to conform to the latest styles, be neat in physical appearance and always modest? What is your reaction to girls who wear jeans, etc., and do not or cannot follow the fashion trends?

What is your reaction to boys who have long hair, beards, etc.?

Interests:

Do you expect girls to be interested in the home, family, and child care, while boys should enjoy sports and cars? How do you react to a student who crosses over the "barrier"?

IV. EXTRA CURRICULAR ACTIVITIES

Do you give equal notice and importance for academic achievement and sports?

Do boys and girls have an equal opportunity to participate in service and social projects? What is the basis for selection to participate in school activities such as cheerleaders, stage hands, audio-visual aids, hall monitors, etc.?

Do girls have an opportunity to compete with boys in athletic events or play in intramural and inter-scholastic games?

V. CLASSROOM/SCHOOL ORGANIZATION

Do you seat students in classes according to sex?

Do you compare students on the basis of sex?

Do you punish the boys by making them sit with the girls or vice versa?

Do you have sexist segregated Physical Education, Home Economics and Industrial Arts classes?

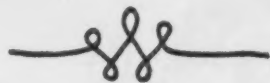
Are girls counseled and channeled into servile, passive "feminine" careers (nurses, secretaries) while boys are encouraged to enter the aggressive, dominant fields (doctor, executive)?

Are boys encouraged to play certain instruments in the orchestra or band, and girls play others?

This is intended to be a general guideline for teachers in analyzing their expectations of students. Comments, criticisms, recommendations would be greatly appreciated.

"WE ARE WHAT WE ARE EXPECTED TO BE"

Several times in this booklet I have referred to "general consciousness-raising" materials. By this I mean any article which outlines or summarizes the problems of sexism in the schools. The following is an example of this kind of article. It appeared in the Winter '73 issue of the "Minnesota Teacher," and is reprinted with the permission of the author, Ann Saxenmeyer. Similar articles can be found in other magazines.



Free To Be You And Me

There's a land that I see
Where the children are free
And I say it ain't far
To this land where we are.
Take my hand, Come with me
Where the children are free
Come with me, take my hand
And we'll live!

Free to be you and me! What an exciting and challenging concept!! Everyone an individual, free from society's sexist stereotypes which stunt a person's mental and emotional growth. Because each of us is unique, we must recognize and celebrate our individuality by seeking new horizons, examining all possibilities and discovering who we are and what we want to be.

Education is the primary socializing experience outside the home. If we are to teach our students to see other people as individuals, not stereotypes, then we must rid ourselves of society's rigid myths, biases and cultural expectations based purely on the sex of an individual.

The children of today enter our school system exuberant, frightened, joyous, angry and always curious about life and its wonders. Girls and boys arrive eager to learn about the world; their questions test our humanity and wisdom. They are experimenting with all that life has to offer; assessing their skills and hopefully building toward goals which they will carry with them into adulthood.

And . . . what have we as educators done to support these youngsters when they come to us? It is frightening to discover that we have failed to encourage

and develop the full potential of human ability . . . male and female. Public schools are charged with a major responsibility for preparing children for productive lives which enable them to participate and contribute to today's and tomorrow's society. Schools, as microcosms of society, socialize children for operating under the "rules" or assumptions of society. Sex role stereotypes or the "right" or "best" roles for men and women represent a basic set of assumptions that are reflected and perpetuated by our schools. These stereotypes are **discriminatory** in practice and **detrimental** to society. The purpose of this article is to further teachers' awareness of the damaging effect of sex role stereotypes and the role that they play in their preparation.

Schools perpetuate the damaging effects of sex role stereotypes in their use of biased textbooks and curriculum materials, the organization of extra-curricular activities and the behavior of teachers.

Instructional materials represent a primary reinforcement of sexual stereotypes. Studies of primary textbooks and literature indicate that the pervading theme throughout (in pictures and written text) is "Boys do; Girls Are". An analysis of the texts my six year old son has brought home from school shows boys in action, in control and independent, while girls continuously are helpless, submissive and incapable.

"Mother! Mother!" said Susan
"Come and help
Come fast. Help! Help!"

Tom said "Here I come Susan
I can help you."

Betty said, "Help Help
here comes Flip.

Tom, make Flip stop.

Make Flip come to you."

The illustrations accompanying most literature for children aren't any more encouraging. Girls primarily have dresses on, which of course limits the type of activity they may join in. Boys are pictured as active and vigorous, involved in activities while girls are passively looking on. The early books for children seem to be a conspiracy of conditioning where boys' achievement is encouraged and girls' minimized. Thus children form images of their worth, their future roles, the expectations placed upon them. Boys always play with trucks and sporting toys, build tree houses and ride bikes. Girls play Mommy, hold tea parties and . . . only a girl plays with dolls. Even when pictured with stuffed animals, girls have kittens (soft and cuddly) boys have dogs (rough and active). Why can't we portray children in a variety of roles with a variety of attire, enjoying life to its fullest? Let us encourage our children to explore and experiment with all types of activities and not give them an image of "girls over there, boys over here".

Elizabeth Fisher in an article, "The Second Sex Junior Division", **Aphra Magazine**, points out that throughout literature women are generally shown only in relationship to men. Friendships between boys is stressed, rarely friendships between boys and girls. A boy is considered unmanly in a group of females, but a girl gets attention and has proven herself when she achieves acceptance from boys.

Marjorie B. U'ren found that 75% of the main characters in California's second through sixth grade textbooks were males. Only 25% used female characters. More important, accounts of adult females were almost non-existent.³

In an analysis of an annotated catalogue of childrens' books distributed by the National Council of Teachers of English, books were catalogued separately under the heading "Especially for Girls" and "Especially for Boys".

Boys "decipher and discover," "earn and train," or "foil" someone; girls "struggle," "overcome difficulties,"

"feel lost," "help solve," or "help out." One boy's story has "strange power," "another moves" from truancy to triumph." A girl, on the other hand, "learns to face the real world or make a "difficult adjustment."⁴

Early readers usually are centered around the ideal "all American" family where mother, father and children live together. Mommy is depicted as happy in her housework (usually pictured looking out the kitchen window). Women almost **NEVER WORK** outside the home, despite the fact that women are 40% of the labor force and over one-half of married working women have children under 18 years. Daddy is always the strong, intelligent member of the family, making decisions and handling major problems. Why can't we show parents in a variety of roles? Parents are people with outside interests and activities. Why can't Mommy and Daddy like working and having a family? But most importantly, parents should be identified in their own right . . . not as Bill's Mom or Jane's Dad, but the plumber, the taxi-cab driver, the teacher. Let us cut off the artificial stereotype of "society's ideals".

*Parents are people
People with children
When parents were little
They used to be kids
Like all of you
But then they grew
And now parents are grown-ups
Grownups with children
Busy with children
And things that they do
There are a lot of things
A lot of mommies
And a lot of daddies
And a lot of parents
Can do.⁵*

On the secondary level the indictment against curriculum and instructional material is even more devastating.

The treatment of women simply reflects the attitudes and prejudices of society! Male activities are considered more important; therefore male activities are given primacy in the texts. There is a definite image of women in our society, and women in history who conform to this image are more apt to be included. . . . What is needed, besides more information, is a new attitude; one which breaks away from the bias of traditional views of women and their views of women and their

"place" and attempts to treat both women and men as partners in their society; one which does not automatically value activities by the sex performing them and one which does not relate history from the viewpoint of only half of the human family.⁶

Social studies texts are male oriented—stressing military or political history either excluding women or treating them only on a First Lady basis (Men are Presidents; Women are First Ladies). The Women's Suffrage Movement is usually explained as a freakish appendage to male history and not a legitimate movement.

How many young people are aware that Sojourner Truth and the Grimke sisters were equally as active in the Abolition Movement as was William Frederick Douglass? Why not study domestic and cultural history as well as the usual material now given precedence? After all, women did contribute to history, even if not on a battlefield. Studies of non-Western civilizations also would give students an opportunity to explore different societies where role models are very different from our own.

Literature also abounds with female stereotypes. Women who are main characters rarely have control of their own lives. They are passive heroines who lack foresight and are victims. Weak and submissive they perpetrate the myth of dull and helpless. We need to see these portrayals for what they are and to select or write novels which portray women as complete, mature and intelligent human beings. Teachers must be able to point out misogyny and stereotypes. Women have been ignored and misrepresented just as Blacks have.

In *Women and the Language of Inequality* (1972), Elizabeth Burr points out that the language of textbooks must also be changed if we want to present a balanced view of both sexes as human beings. Usage of the words *man* and *men* to represent human achievement is objectionable, as the young reader simply does not form a mental picture which includes female. The prevalent use of the masculine term implies that either women were not there at the time or that females were substandard, incapable of performing. Another problem pointed out by Ms. Burr is the use of generic terms such as peasants, pioneers, beggars, etc. These terms do not specify whether the people mentioned

are females or males exclusively. Yet more textbooks use language such as "peasant women were oppressed." Pioneer women suffered many hardships." Beggar women slept in doorways." The same texts rarely use such language when referring to peasant men. Thus, it must be concluded that authors tend to "let men stand for people in general and to let deeds of people in general be attributed to men." At the same time they are not willing to include women with people in general or to permit women to represent people in general. Let us look at some alternatives to sexist language.⁷

Sexist	Better or Non-Sexist
man	person human being people women and men
manpower	human energy manufactured made by men and women
Chairman	Chairperson
the farmer and his wife	the farmers the farming couple

We must demand that authors and publishers rewrite textbooks to include materials which accurately represent the role of women in history and society, and use language which permits the reader to view women as *whole* human beings.

Extra Curricular Activities

Within schools, sex-role stereotypes are also reinforced by the extra-curricular activities offered to boys and girls. We classify girls who like sports as "tomboys" and we usually limit the activities they may take part in; not to mention the lack of facilities and fundings. Rarely are girls encouraged to go out for the "masculine" sports; instead the proper, graceful sports are given the limelight. Not to be overlooked, of course, is the damage we do to non-athletic boys; those who cannot make the team or for those not interested in sports. Our ideal "jock" image of all American athletes certainly takes priority and gains prestige in the school climate. Why must a person be a star to participate in sports? We should, instead, have more intermural athletics allowing all students to participate.

Clubs such as student council usually have male presidents and female secretaries. Audiovisual aides is a male-only

exclusive club in most schools. Girls usually are not even asked to join. Girls are expected to like sewing, crafts and cooking; while boys even indicating an interest are considered abnormal or weird. Check your school for these attitudes. If there are not equal opportunities for all students to participate in social and service activities, **take action.**

Teacher Expectations

Teachers provide the role models for children during their school experience. As all adults, we tend to perpetrate the value systems that we were taught and have used to organize our lives. But now with the changing roles for women, we must reorganize our beliefs and examine our attitudes and values. Rosenthal has shown that teacher expectation is one of the most important determinants of student achievement. Our expectations operate as a self-fulfilling prophecy to each student. A number of psychological studies have been made which show that modern girls and women still hold a very poor self image. In 1966 Maccoby found no significant intellectual differences between boys and girls until they entered high school. Then girls began to achieve less on intellectual tasks such as mathematical reasoning. Performance improved when problems were re-worded to deal with cooking and gardening although the abstract reasoning required remained the same. As the drive for social acceptance develops, girl I.Q.'s drop below boys' during high school. There is a slight rise if the girl goes to college and a consistent decline when and if the girl becomes a housewife.

Matina Horner, in an ingeniously devised test setting, found that 65% of the women tested and only 10% of the men demonstrated a definite motive to "avoid success." Horner identified the dilemma faced by girls in dealing with society's double standard as to desirable attributes for women and men. Success, of course, is seen as a masculine prerogative and the girl who succeeds is unfeminine and unattractive.

Below is a partial check list for teachers to use in examining attitudes and expectations of students:

BEHAVIOR

Do you excuse behavior in boys that you would not tolerate in girls because "boys will be boys" or vice-versa?

Language: Are boys expected to use more poor grammar, profanity, rough

language and slang?

Personality: Are boys expected to be more independent, aggressive, boisterous and rough, while girls more dependent, snickering, whining?

ACADEMIC PERFORMANCE

How often do you have different expectations of students based purely on sex roles?

Written Work: Are girls expected to have neat penmanship, correct grammar, etc. while boys don't have to meet this standard (after all, they won't be secretaries.)

Skills: Are girls expected to excel in verbal areas while boys do well in math and science?

Creativity: Do you expect aggressive curiosity from boys while girls do the "good" work—don't question, just please the teacher?

SOCIALIZATION

How many times during the day do you refer to a students' sex? "Boys and girls"; "I want one boy and one girl to volunteer." How much joking do you do about girls' and boys' attitudes toward each other?

Do you tease third graders about having boy friends or girl friends? Do you make sexist generalizations — "Women can never make up their minds."

Manners: Are girls expected to be more mannerly and feminine (passive, sweet, dependent)?

Do you encourage boys to be chivalrous (stand, sit on floor if not enough chairs and other heavy objects for girls)?

Do you have a double moral standard for boys and girls? Girls are more religious and moral; boys are loyal and ethical.

What is your attitude toward the unmarried pregnant girl?

Dress: How often do you "size" up a student on the basis of physical appearance?

Are girls expected to conform to the latest styles, be neat in physical appearance and always modest? What is your reaction to girls who wear jeans, etc., and do not or can not follow the fashion trends?

What is your reaction to boys who have long hair, beads, etc?

Interests: Do you expect girls to be interested in the home, family and child care, while boys should enjoy sports and cars? How do you react to a student who crosses over the "barrier"?

Classroom Organization: Do you seat students in class according to sex?

Do you compare students on the basis of sex?

Do you punish boys by making them sit with girls or vice-versa.

Do you have sexist segregated physical education, home economics and industrial arts classes?

Are boys encouraged to play certain instruments in the orchestra or band and girls play another?

Are girls counseled and channeled into servile, passive "feminine" careers (nurses, secretaries) while boys are encouraged to enter the aggressive, dominant fields (doctor, executive)?

The indictment against the educational system is a long one. It is an indictment made though, with concern and confidence that we can change and renew our schools so they will look at each person first as a human being and secondly as a male or female; that we can help each student develop his or her highest potential as a human being. Hopefully we can listen and learn from the young people of today whose values are individuality, self fulfillment and interpersonal equality. Let's encourage and support our students to do his/her own thing. If sensitivity, emotionality and warmth are desirable human qualities for women, then they are desirable for men also. If independence, assertiveness and intellectual commitment are desirable human qualities for men, then they are desirable for women also.

Let's work to eliminate the attitude expressed by a high school student in 1968 when asked her definition of oppression:

"Oppression to me is when people are not allowed to be themselves."

Alice de Rivera

Hopefully our students of today will echo the song, "Free to Be You and Me."

"Free to Be You and Me". Music by Stephen Laurence, lyrics by Bruce Hart. Album, *Free to Be You and Me*. Bell Records, 1972.

My Little Blue Story Book. The Ginn Basic Readers, 100 edition, copyright 1964. Ginn and Co.

Marjorie B. U'ren, "The Image of Woman in Textbooks. Women in Sexist Societies." Study in Power and Powerlessness, edited by Vivian Gornick and Barbara Moran. New York, Basic Books, 1971.

Florence Howe, "Sexual Stereotypes Start Early". *The Saturday Review*, October 1971, pp. 76-94.

"Parents are People" by Carol Hull. Album, *Free to Be You and Me*. Bell Records, 1972.

Jane Treche, "Women in U.S. History Textbooks". *Social Education*. Vol. 35, No. 3, March 1971.

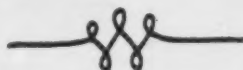
Sexism in Education, p. 29. Emma Willard Task Force on Education. Minneapolis, Minnesota, 1972.

The WEAL Complaints

57

Printed below are the press releases concerning the filing of the Women's Equity Action League (WEAL) complaints of sex discrimination in metropolitan area schools. The first release is about employment of social studies teachers in senior high schools; the second is about employment of administrators. They serve as examples of a press release as well as giving information about the suits.

When writing press releases, type them double-spaced, write "For further information:" with your name, address, and phone number, and include a date at the top of the first page.



For Release: February 14, 1973

Ellen Dresselhuis, President of the Minnesota Division of Women's Equity Action League (WEAL) announced today that WEAL in conjunction with Susan B. Anthony's birthday, February 15, has filed suit with the Equal Employment Opportunity Commission (EEOC) against 30 out of 32 school districts in the metropolitan Minneapolis/St. Paul area charging sex discrimination in the employment of senior high school social studies teachers. Duplicate complaints have been filed with the U. S. Department of Health, Education, and Welfare (HEW).

On the basis of research done by WEAL, it was found that 1/3 of the school districts in the Minneapolis/St. Paul metropolitan area have no females in their senior high school social studies departments, 1/3 have fewer than 10%, and the remaining 1/3 have 10-38%. Only two school districts (West St. Paul and South St. Paul) have female representation in senior high social studies proportionate to their availability for hiring.

The percentage of women hired as senior high social studies teachers does not reflect the availability of women for these positions. In 1972, at the University of Minnesota, 39% of the applicants available for placement and registered with the Placement Service were female; at Mankato 23% were female, and at St. Cloud, 22% were female.

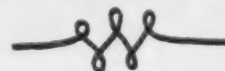
Copies of the complaint have been sent

to Howard Casmev, Minnesota Commissioner of Education, with a letter stating that the Minnesota State Board of Education's pamphlet "Eliminating Sex Bias in Education: A Statement of Policy and Proposed Action" has not been acted upon and that a definite affirmative action program should be pursued to ensure equal opportunity for women and men, and girls and boys in the Minnesota education structure.

The WEAL suit is endorsed by the Human Rights Committee of the Minnesota Education Association (MEA), the Women's Rights Committee of the Minnesota Federation of Teachers (MFT), and the Emma Willard Task Force on Education.

School districts cited are: Anoka-Hennepin, Bloomington, Brooklyn Center, Burnsville-Savage, Circle Pines, Columbia Heights, Edina, Forest Lake, Fridley, Golden Valley, Hopkins, Inver-Grove Heights, Minneapolis Public Schools, Minnetonka, and Mound.

Also, Mounds View, North St. Paul, Osseo, Richfield, Robbinsdale, Roseville, St. Anthony, St. Louis Park, St. Paul Public Schools, St. Paul Park-Cottage Grove, Shakopee, Spring Lake Park, Stillwater, Wayzata, and White Bear Lake.



For Release: May 31, 1973

Vivian Nelsen, Minnesota President of the Women's Equity Action League (WEAL), announced today that complaints have been filed with the Equal Employment Opportunity Commission and with the Department of Health, Education and Welfare charging 31 metropolitan area school districts with sex discrimination in the employment of high school administrators. The complaints charge the schools with violating Title VII of the Civil Rights Act and Title IX of the Higher Education Act, both of which prohibit sex discrimination in employment. A pattern and practice of discrimination is alleged, including allegations of unequal pay and treatment of women these positions.

The WEAL complaint asserts that only two out of a total of 188 senior high school administrative positions in the metro area are presently held by women. Twenty-nine of the 31 area school districts complained

of employ no women at all in these positions. Administrative positions are defined to include superintendents, principals, assistant principals and associate principals.

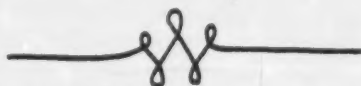
WEAL's present complaint follows a complaint filed in February this year against many of the same schools on their failure to hire women to teach high school social studies. "Social studies teachers are often also called upon to be coaches, and it is common for men to be promoted from coaching to administrative positions," according to WEAL spokespersons. The discrimination then is readily compounded, they said.

A recent study shows that nine percent (9%) of the graduates of the University of Minnesota (Twin Cities Campus) in the past five years with majors in Educational Administration were female; however, even this relatively nominal availability of qualified persons is not reflected in the present administrative employment figures, according to WEAL's complaint. WEAL notes that this same study further showed that only 13% of present administrators statewide meet the minimum educational requirements for certification established by the State Department of Education in 1963.

"It's alright to hire men who don't meet minimum certification requirements," said Ms. Nelsen, "but you can be sure that the first excuse we'll hear for not hiring women is that there aren't any qualified for the jobs."

Ms. Nelsen also noted that employers frequently seek to escape responsibility for corrective action with the excuse that there are no women applicants. "We believe this position is also indefensible because it fails to recognize the social biases which make it financially and professionally undesirable for women to prepare for these positions," said WEAL's president. WEAL, she said, insists that it is incumbent upon Board's of Education to devise means for establishing equal opportunities for women to be employed as administrators.

WEAL has urged immediate action by EEOC and HEW in response to their complaints. "It is clearly imperative that the two administrative positions presently occupied by women in the area high schools be secured, and that serious affirmative action be initiated to increase that number," said Ms. Nelsen.



The following is an "open letter" written by school board member Jeanne Lundquist of Stillwater and sent simultaneously to her fellow board members and the press. It serves well as an example of the kind of letter which is effective in making both school people and the general public aware of the problems of sexism.



Fellow Board Members:

I think we can all agree that our basic mission as a board is to provide the best education possible for all the children in our district. Over the years, we have deliberately chosen to do certain things when we recognized that one group of children or another were not being adequately provided for. We have instituted special programs for children with learning problems, for example, and we have made a special effort to hire male elementary teachers to reduce the matriarchal aspects of the lower school and make it a better place for little boys and girls.

In line with this philosophy, I am asking that you give further thought to the position I expressed at the July 27th board meeting. I voted "no" on the addition of a fourth male counselor at the Sr. High (creating a ratio of 4 men to 1 woman) because I think that half the students in our secondary schools are being overlooked. Our secondary schools have become so predominantly male in all positions of authority that girls can find few women to relate to. Secondary girls need models and counselors of their own sex just as much as boys do if they are to become responsible adults.

Moreover, boys need exposure to women in a variety of roles to avoid the stereotyped thinking which is such a problem in today's society. I do not understand why our current situation is not a matter of extreme concern to every member of the board and administration.

Our society and our schools are becoming increasingly aware of delinquency problems among girls. If one reads the reactions of male policemen and counselors to such girls, one has the feeling that they are talking about some kind of wild animal, not people.

As a woman who has worked with such youngsters, as well as normal girls, I can only point out that a large share of the problem results from the girl's awareness that these men do not see them as people of equal worth, but rather as a strange and inferior species.

We are currently reinforcing this belief by dragging our feet when girls request a more reasonable share of our sports program and by discouraging all but the bravest or most bullheaded from trying out their abilities in shop or math or science.

In recent years we have made it respectable for boys to enjoy art and drama and foods, but our failure to encourage similar participation by girls in "boys" subjects is a direct reflection of our male dominated secondary program.

We do not have even one woman science teacher in our secondary schools and only a few women teaching junior high math. The astonishment expressed by male teachers when a girl does excel in such an area is read by other girls as an expectation that they will do less well.

The need to limit population growth in the years ahead and workable birth control methods clearly indicates that most women will spend a much smaller part of their time raising a family. We are already seeing a major change in lifestyles. The manner in which we educate today's young people can well determine whether as women they will see themselves as constructive partners or useless, unhappy and potentially destructive outsiders.

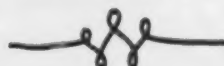
I am therefore asking each of you to carefully examine your own feelings about girls and their education. If we really mean to individualize education and provide optimum opportunities for every child, the first step appears to be erasing the stereotypes of what that child can and should do. It would appear appropriate to instruct the administration to actively seek out competent women for all future openings in secondary administration, counseling, math, science, business education, etc. until such time as a more reasonable balance is attained. Such a directive seems necessary since our current bias is illustrated by the following brief example.

I persuaded an outstanding woman administrator to apply for our senior high

vacancies. She has an unusual talent for working with young people and top credentials in the fields of curriculum coordination and interdisciplinary studies. She has since been selected for just such a position in the St. Paul Open School, but she was only grudgingly interviewed by Mr. Monette and only the disciplinary position was discussed - not the curriculum spot. We are holding that for a man with a major in physical education who is on leave!

Please give this entire subject some deep consideration. Half our students are girls. Thank you.

Jeanne Lundquist



Printed also is a letter which appeared in the St. Paul Pioneer-Press on 4/13/73. The letter was written before the State High School League lifted its ban on co-ed sports, but it serves as a good example of the kind of letter which can help change attitudes.

Annie Henricksson is a Mahtomedi student; Ken Wharton is the boys' tennis coach. The letter was headlined:

WHY CAN'T ANNIE PLAY?

In the midst of all the rhetoric surrounding any controversial topic, there usually exists a person, group, or situation which is the microcosm of the problem. Annie Henricksson is that microcosm, that small person who epitomizes the universal.

Annie Henricksson is a girl. No problem there except that this particular girl is a highly talented athlete. Tennis is her sport.

Last year as a seventh-grader she could beat the first singles player on the high school tennis team. She can this year, too. Last year, the boy lettered. Annie didn't compete.

When on inquiries of the powers why she can't compete, one meets the gamut of sexism from raw male chauvinism to the polite tight smiles of the rules interpreters at the State High School League, the subtle sexists.

Sexism aside, Annie is a blue-chip competitor. She should be allowed to compete,

but there is no program in her community for her. The boys on the tennis team accept her. They know a winner when they see one. The coach would accept her contribution. He, too, likes winners. When the boys were waiting for the snow to melt, Ann, shovel in hand, cleared the courts. Such is her dedication.

But Ann won't compete this year. She doesn't live in a city of the first class; she's not in the ninth grade; she can't compete against boys. Ann, the winner, becomes a loser by default.

When black athletes criticized racism in sports, coaches claimed they would play talent if it was purple, green, black or brown.

How about a freckle-faced, pigtailed teen-ager? What about Annie?

Ken Wharton

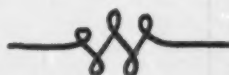
Stillwater



Sample Athletic Budget

61

Printed below is the budget for extra-curricular athletics for my district, #832, Mahtomedi, Minnesota. It shows the number of coaches, costs of the programs, number of participants, faculty/student ratios, and costs per participant.



EXTRA-CURRICULAR ATHLETICS (1972-1973)

	<u>Coaches</u>	<u>Salaries</u>	<u>Supplies</u>	<u>Total</u>	<u>No Part.</u>	<u>F/S Ratio</u>	<u>Cost/ Part.</u>
<u>Boys Activity</u>							
Football	9	\$ 7383	\$ 4500	\$ 11883	155	1/17	\$ 77
Basketball	5	4341	1800	6141	83	1/17	74
Hockey	3	2856	3350	6206	72	1/24	86
Wrestling	2	2481	850	3331	32	1/16	104
Baseball	3	2005	2000	4005	74	1/25	54
Track	3	2123	1300	3423	58	1/22	59
Cross C.	1	768	260	1028	10	1/10	103
Golf	2	1300	750	2050	46	1/23	45
Tennis	2	1300	400	1700	32	1/16	53
<u>Total (Boys)</u>	<u>30</u>	<u>\$24,557</u>	<u>\$15,210</u>	<u>\$39,767</u>	<u>562</u>	<u>1/18</u>	<u>\$ 71</u>
<u>Girls Activity</u>							
Gymnastics	3	1882	1100	2982	216	1/72	14
Track	1	662	--	662	20	1/20	33
Tennis	1	577	--	577	20	1/20	29
Intramurals	1	350	--	350	70	1/70	5
<u>Total (Girls)</u>	<u>6</u>	<u>\$ 3,471</u>	<u>\$ 1,100</u>	<u>\$ 4,571</u>	<u>326</u>	<u>1/54</u>	<u>\$ 14</u>
<u>TOTAL (ALL)</u>	<u>36</u>	<u>\$28,028</u>	<u>\$16,310</u>	<u>\$44,338</u>	<u>888</u>	<u>1/25</u>	<u>\$ 50</u>

The portions of Minnesota's Human Rights law relevant to discrimination in education and the schools are:

Minnesota Statutes 363.03, Subd. 1:

"Except when based on bona fide occupational qualification, it is an unfair employment practice . . . For an employer, because of race, color, creed, religion, national origin, or sex . . . to discriminate against an employee with respect to his hire, tenure, compensation, terms, upgrading, conditions, facilities, or privileges of employment."

Minnesota Statutes 363.03, Subd. 5:

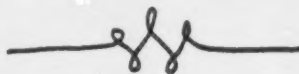
"It is an unfair discriminatory practice to discriminate in any manner in the full utilization of or benefit from any educational institution, or the services rendered thereby to any person because of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance or disability."

Subdivision 1, discrimination in employment, has been on the books for several years; Subdivision 5, denying full benefit, was passed at the 1973 session of the legislature and many school districts may not yet be aware of it. Because this portion of the law is so new, there are few guidelines about its application, but it should be generally useful in cases of inequality in athletic and other facilities or in denying access to courses such as shop and home ec.

Filing a complaint under state law is a simple process. You simply call the State Department of Human Rights (612-296-2931) and ask for their form. There is some question about whether class action suits can be filed under state law, but it is not possible for a disinterested third party to file suits on behalf of others. The aggrieved person (a woman coach, for example) must file the complaint herself.

A section of the new law grants private right of action, which means that a charging party may bring civil action in a discrimination charge if no probable cause is found in the case, or if, after 90 days, the commissioner has not issued a complaint or the department has not conciliated the matter.

Call the State Department of Human Rights Women's Division if you have questions about the Human Rights law or if you are considering filing a complaint.



Federal laws and regulations concerning sex discrimination in educational institutions are described on the next four pages. The laws most relevant to the public schools are Title VII of the Civil Rights Act of 1964 as amended and Title IX of the Education Amendments of 1972. The WEAL complaints were filed under these acts. The reprint lists procedures for filing complaints; but if you have any questions, call the Women's Equity Action League for more information (Vivian Nelson 612-522-1489 or Ellen Dresselhuus 612-336-8611).

It is well to note, however, that both state and federal agencies charged with enforcing anti-discrimination laws have a heavy caseload of complaints and investigations and filing complaints is not an instant remedy to the problems of sex discrimination. It is one way, however, to let the school know you are serious about this issue. Notice of a complaint, or the threat of one, may give the administration the impetus to try to solve the problem themselves.



*association of
american colleges*

1818 R STREET, N.W. • WASHINGTON, D.C. 20009 • (202) 265-3137

STAFF: Bernice Sandler,
Director
Margaret Dunkle,
Research Associate
Francelia Gleaves,
Research Assistant

DISTRIBUTED BY THE PROJECT ON THE STATUS AND EDUCATION OF WOMEN

**FEDERAL LAWS¹ AND REGULATIONS CONCERNING
SEX DISCRIMINATION IN EDUCATIONAL INSTITUTIONS²**

October 1972

FEDERAL LAWS¹ AND REGULATIONS CONCERNING SEX DISCRIMINATION IN EDUCATIONAL INSTITUTIONS²

October 1972

EFFECTIVE DATE	WHICH INSTITUTIONS ARE COVERED?	WHAT IS PROHIBITED?	EXEMPTIONS FROM COVERAGE	WHO ENFORCES THE PROVISIONS?	HOW IS A COMPLAINT MADE?	CAN COMPLAINTS OF A PAY-TERMS OF DISCRIMINATION BE MADE AS WELL AS INDIVIDUAL COMPLAINTS?	WHO CAN MAKE A COMPLAINT?	TIME LIMIT FOR FILING COMPLAINTS?	CAN INVESTIGATIONS BE MADE WITHOUT COMPLAINTS?
October 13, 1966	All institutions with federal contracts of over \$10,000.	Discrimination in employment (including hiring, upgrading, salaries, fringe benefits, training, and other conditions of employment) on the basis of race, color, religion, national origin or sex. Covers all employees.	None.	Office of Federal Contract Compliance (OFCC) of the Department of Labor has policy responsibility and enforcement authority for these programs. OFCC has designated HEW as the Compliance Agency responsible for enforcing the Executive Order for all contracts with educational institutions. HEW's Office for Civil Rights (Division of Higher Education) conducts the review and investigations.	By letter to OFCC or Secretary of HEW.	Yes. However, individual complaints are referred to EEOC.	Individuals and/or organizations on own behalf or on behalf of aggrieved employee(s) or applicant(s). Members of the Commission may also file charges.	180 days.	Yes. Government can conduct periodic reviews without a reported violation, as well as in response to complaints. Pre-award reviews are required for contracts over \$10,000.
March 24, 1972 (July 1968 for non-professional workers; institutions contract until March 24, 1971).	All institutions with 15 or more employees.	Discrimination in employment (including hiring, upgrading, salaries, fringe benefits, training and other conditions of employment) on the basis of race, color, religion, national origin or sex. Covers all employees.	Religious institutions are exempt with respect to the employment of individuals of a particular religion or religious creed (including those employed in the performance of religious duties). Each institution is exempt from the prohibition of discrimination based on sex, color and national origin.	Equal Employment Opportunity Commission (EEOC).	By a person complaint form, obtainable from EEOC.	Yes.	Individuals and/or organizations on own behalf or on behalf of aggrieved employee(s) or applicant(s). Members of the Commission may also file charges.	180 days.	No. Government can conduct investigations (EEOC) if charges have been filed.
July 1, 1972 (June 1967 for non-professional workers).	All institutions.	Discrimination in salaries (including almost all fringe benefits) on the basis of sex. Covers all employees.	None.	Wage and Hour Division of the Employment Standards Administration of the Department of Labor.	By letter, telephone call, or in person to the nearest Wage & Hour Division office.	Yes.	Individuals and/or organizations on own behalf or on behalf of aggrieved employee(s).	No official limit, but recovery of back wages is limited by statute of limitations to 2 years for a non-willful violation and 3 years for a willful violation.	Yes. Government can conduct periodic reviews without a reported violation, as well as in response to complaints.
July 1, 1972 (Administrative provisions effective July 1, 1971).	All institutions requiring federal contracts (by way of a grant, loan, or contract) (other than a contract of education or guarantee).	All institutions requiring federal contracts (by way of a grant, loan, or contract) (other than a contract of education or guarantee).	None.	Federal departments and agencies which are empowered to extend federal contracts and subcontracts for grants and activities. HEW's Office for Civil Rights (Division of Higher Education) is expected to have primary enforcement powers to conduct the review and investigations.	Procedures not yet specified. A letter to Secretary of HEW is acceptable.	Yes.	Individuals and/or organizations on own behalf or on behalf of aggrieved party.	Procedures not yet determined.	Yes. Government can conduct periodic reviews without a reported violation, as well as in response to complaints.
November 18, 1971	All institutions requiring or benefiting from a grant, loan, guarantee, or interest subsidy to health personnel training programs or receiving a contract under Title VII or VIII of the Public Health Service Act. ¹	Discrimination in admission of students on the basis of sex and against some employees. ¹	Discrimination against students or others ¹ on the basis of sex. ¹	HEW's Office for Civil Rights (Division of Higher Education) conducts the review and investigations.	Procedures not yet specified. A letter to Secretary of HEW is acceptable.	Yes.	Individuals and/or organizations on own behalf or on behalf of aggrieved party.	Procedures not yet determined.	Yes. Government can conduct periodic reviews without a reported violation, as well as in response to complaints.

TITLE VII (SECTION 709A) & TITLE VIII (SECTION 845) OF THE PUBLIC HEALTH SERVICE ACT

as amended by the Comprehensive Health Manpower Act & the Health Manpower Training Amendments Act of 1971.¹

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 (Higher Education Act)¹

EQUAL PAY ACT OF 1963 as amended by the Equal Pay Act of 1972 (Higher Education Act)

TITLE VII OF THE CIVIL RIGHTS ACT OF 1964 as amended by the Equal Employment Opportunity Act of 1972

EXECUTIVE ORDER 11246 as amended by 11376

CAN THE ENTIRE INSTITUTION BE REVIEWED?

	Yes, HEW may investigate all of an institution.	Yes, HEW may investigate part of an institution.	Yes, EEOC may investigate part of an establishment.	Yes, Usually Wage-Hour reviews the entire establishment.	Yes, HEW may investigate those parts of an institution which receive federal assistance under Title VII and Title IX, as well as other parts of the institution which are not the recipients of federal assistance under these titles.
RECORD KEEPING REQUIREMENTS & GOVERNMENT ACCESS TO RECORDS	Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.	Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.	Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.	Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.	Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.
ENFORCEMENT POWER & SANCTIONS	Government may delay new awards, revoke current awards, and delete institution from eligibility for future awards. Department of Justice may also bring suit at HEW's request.	Government may delay new awards, revoke current awards, and delete institution from eligibility for future awards. Department of Justice may also bring suit at HEW's request.	If attempts at conciliation fail, EEOC or the U.S. Attorney General may file suit. If aggrieved individual may also file suit. Court may award damages, back pay, and order reinstatement of employees, and award back pay.	If voluntary compliance fails, EEOC or the U.S. Attorney General may file suit. If aggrieved individual may also file suit. Court may award damages, back pay, and order reinstatement of employees, and award back pay.	Government may delay new awards, revoke current awards, and delete institution from eligibility for future awards. Department of Justice may also bring suit at HEW's request.
CAN BACK PAY BE AWARDED?	Yes. HEW will back pay only for employees who were not previously protected by other laws allowing back pay.	Yes. For up to 2 years prior to filing charges with EEOC.	Affirmative action plan (including numerical goals and timetables) are required for all institutions with contracts of \$50,000 or more and 50 or more employees.	Affirmative action plan (including numerical goals and timetables) are required for all institutions with contracts of \$50,000 or more and 50 or more employees.	Probably, to the extent that employment is covered.
AFFIRMATIVE ACTION REQUIREMENTS (There are no restrictions against affirmative action which is <u>not</u> prohibited.)	Affirmative action plan (including numerical goals and timetables) are required for all institutions with contracts of \$50,000 or more and 50 or more employees.	Affirmative action plan (including numerical goals and timetables) are required for all institutions with contracts of \$50,000 or more and 50 or more employees.	Affirmative action plan (including numerical goals and timetables) are required for all institutions with contracts of \$50,000 or more and 50 or more employees.	Affirmative action plan (including numerical goals and timetables) are required for all institutions with contracts of \$50,000 or more and 50 or more employees.	Affirmative action plan (including numerical goals and timetables) are required for all institutions with contracts of \$50,000 or more and 50 or more employees.
COVERAGE OF LABOR ORGANIZATIONS	Any agreement the contractor may have with a labor organization can not be in conflict with the contractor's affirmative action commitment.	Labor organizations are prohibited from charging or attempting to cause an employee to discriminate on the basis of race. Complaints may be made and suit brought against these organizations.	Institutions are prohibited from discharging or discriminating against any employee because he has made a complaint, assisted with an investigation or instituted proceedings.	Institutions are prohibited from discharging or discriminating against any employee because he has made a complaint, assisted with an investigation or instituted proceedings.	Institutions are prohibited from discharging or discriminating against any participant or potential participant because he has made a complaint, assisted with an investigation or instituted proceedings.
IS HARASSMENT PROHIBITED?	Institutions are prohibited from discharging or discriminating against any employee because he has made a complaint, assisted with an investigation or instituted proceedings.	EEOC notifies institutions of complaints within 10 days.	Individual complainant's name is usually given to the institution. Institutional records are kept confidential if possible, but can be revealed by the institution concerning government investigations and complaints has not yet been ruled. The aggrieved party and respondent are not bound by the confidentiality requirement.	Individual complainant's name is usually given to the institution. Institutional records are kept confidential if possible, but can be revealed by the institution concerning government investigations and complaints has not yet been ruled. The aggrieved party and respondent are not bound by the confidentiality requirement.	Individual complainant's name is usually given to the institution. Institutional records are kept confidential if possible, but can be revealed by the institution concerning government investigations and complaints has not yet been ruled. The aggrieved party and respondent are not bound by the confidentiality requirement.
NOTIFICATION OF COMPLAINTS	Notification of complaints has been made to the institution. HEW is proposing notifying institutions of complaints within 10 days. HEW notifies institutions a few weeks prior to lawsuit.	Individual complainant's name is usually given to the institution. Institutional records are kept confidential if possible, but can be revealed by the institution concerning government investigations and complaints has not yet been ruled. The aggrieved party and respondent are not bound by the confidentiality requirement.	Individual complainant's name is usually given to the institution. Institutional records are kept confidential if possible, but can be revealed by the institution concerning government investigations and complaints has not yet been ruled. The aggrieved party and respondent are not bound by the confidentiality requirement.	Individual complainant's name is usually given to the institution. Institutional records are kept confidential if possible, but can be revealed by the institution concerning government investigations and complaints has not yet been ruled. The aggrieved party and respondent are not bound by the confidentiality requirement.	Individual complainant's name is usually given to the institution. Institutional records are kept confidential if possible, but can be revealed by the institution concerning government investigations and complaints has not yet been ruled. The aggrieved party and respondent are not bound by the confidentiality requirement.
CONFIDENTIALITY OF NAMES	Individual complainant's name is usually given to the institution. Institutional records are kept confidential if possible, but can be revealed by the institution concerning government investigations and complaints has not yet been ruled. The aggrieved party and respondent are not bound by the confidentiality requirement.	Individual complainant's name is usually given to the institution. Institutional records are kept confidential if possible, but can be revealed by the institution concerning government investigations and complaints has not yet been ruled. The aggrieved party and respondent are not bound by the confidentiality requirement.	Individual complainant's name is usually given to the institution. Institutional records are kept confidential if possible, but can be revealed by the institution concerning government investigations and complaints has not yet been ruled. The aggrieved party and respondent are not bound by the confidentiality requirement.	Individual complainant's name is usually given to the institution. Institutional records are kept confidential if possible, but can be revealed by the institution concerning government investigations and complaints has not yet been ruled. The aggrieved party and respondent are not bound by the confidentiality requirement.	Individual complainant's name is usually given to the institution. Institutional records are kept confidential if possible, but can be revealed by the institution concerning government investigations and complaints has not yet been ruled. The aggrieved party and respondent are not bound by the confidentiality requirement.
FOR FURTHER INFORMATION CONTACT:	Division of Higher Education Office for Civil Rights Department of HEW Washington, D.C. 20201 Office of Federal Contract Compliance Employment Standards Department of Labor Washington, D.C. 20210	Equal Employment Opportunity Commission 1800 G Street, N.W. Washington, D.C. 20508 Regional EEOC Office	Wage and Hour Division Employment Standards Administration Department of Labor Washington, D.C. 20210 Field, Area, or Regional Wage and Hour Office	Division of Higher Education Office for Civil Rights Department of HEW Washington, D.C. 20201 Regional HEW Office	Division of Higher Education Office for Civil Rights Department of HEW Washington, D.C. 20201 Regional HEW Office



association of
american colleges

SEE REVERSE SIDE FOR FOOTNOTES.

FOOTNOTES

GENERAL

1. State employment and/or human relations laws may also apply to educational institutions. The Equal Rights Amendment to the U.S. Constitution, passed by the Congress and now in the process of ratification would, when ratified, forbid discrimination in publicly supported schools at all levels, including students and faculty.
2. Unless otherwise specified, "institution" includes public and private colleges and universities, elementary and secondary schools, and preschools.
3. A bona fide seniority or merit system is permitted under all legislation, provided the system is not discriminatory on the basis of sex or any other prohibited ground.
4. There are no restrictions against making a complaint under more than one anti-discrimination law at the same time.
5. This time limit refers to the time between an alleged discriminatory act and when a complaint is made. In general, however, the time limit is interpreted liberally when a continuing practice of discrimination is being challenged, rather than a single, isolated discriminatory act.
6. Back pay cannot be awarded prior to the effective date of the legislation.

EXECUTIVE ORDER 11246 as amended by 11375

7. The definition of "contract" is very broad and is interpreted to cover all government contracts (even if nominally entitled "grants") which involve a benefit to the federal government.
8. Although public institutions are not exempt from the affirmative action requirements, they need not have a written affirmative action plan. A proposed regulation (Federal Register, October 4, 1972) would delete this exemption for public institutions.

TITLE VII OF THE CIVIL RIGHTS ACT OF 1964 as amended by the Equal Employment Opportunity Act of 1972

9. In certain states that have fair employment laws with prohibitions similar to those of Title VII, EEOC automatically defers investigation of charges to the state agency for 60 days. (At the end of this period, EEOC will handle the charges unless the state is actively pursuing the case. About 85 percent of deferred cases return to EEOC for processing after deferral.)
10. Due to an ambiguity in the law as it relates to public institutions, it is not yet clear whether EEOC or the Attorney General will file suit in all situations which involve public institutions.

EQUAL PAY ACT OF 1963 as amended by the Education Amendments of 1972 (Higher Education Act)

11. Over 95 percent of all Equal Pay Act investigations are resolved through voluntary compliance.
12. Unless court action is necessary, the name of the parties need not be revealed. The identity of a complainant or a person furnishing information is never revealed without that person's knowledge and consent.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 (Higher Education Act)

13. Final regulations and guidelines for Title IX of the Education Amendments of 1972 have not yet been published. This chart includes information which is explicitly stated in the law, as well as how the law is likely to be interpreted in light of other precedents and developments.
14. The sex discrimination provision of Title IX is patterned after Title VI of the Civil Rights Act of 1964, which forbids discrimination on the basis of race, color and national origin in all federally assisted programs. By specific exemption, the prohibitions of Title VI do not cover employment practices (except where the primary objective of the Federal aid is to provide employment). However, there is no similar exemption for employment in Title IX.
15. Title IX states that: "No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. . ."
16. The following are exempted from the admissions provision:
Private undergraduate institutions.
Elementary and secondary schools other than vocational schools.
Single-sex public undergraduate institutions. (If public single-sex undergraduate institutions decide to admit both sexes, they will have 7 years to admit female and male students on a nondiscriminatory basis, provided their plans are approved by the Commissioner of Education.)
Note 1. These exemptions apply to admissions only. Such institutions are still subject to all other anti-discrimination provisions of the Act.
Note 2. Single sex professional, graduate and vocational schools at all levels have until July 1979 to achieve nondiscriminatory admissions, provided their plans are approved by the Commissioner of Education.
17. Under Title VI of the 1964 Civil Rights Act, which Title IX of the Education Amendments closely parallels, federal agencies which extend aid to educational institutions have delegated their enforcement powers to HEW. A similar delegation of enforcement power is expected under Title IX.

TITLE VII & TITLE VIII OF THE PUBLIC HEALTH SERVICE ACT as amended by the Comprehensive Health Manpower Act & the Nurse Training Amendments Act of 1971

18. Final regulations and guidelines for Title VII and VIII of the Public Health Service Act have not yet been published. This chart includes information which is explicitly stated in the law, as well as how the law is likely to be interpreted in light of other precedents and developments.
19. Schools of medicine, osteopathy, dentistry, veterinary medicine, optometry, pharmacy, podiatry, public health, allied public health personnel and nursing are specifically mentioned in Titles VII and VIII. Regulations issued June 1, 1972 by the Secretary of HEW specify that all entities applying for awards under Titles VII or VIII are subject to the nondiscrimination requirements of the act.
20. HEW regulations state: "Nondiscrimination in admission to a training program includes nondiscrimination in all practices relating to applicants to and students in the program; nondiscrimination in the enjoyment of every right, privilege and opportunity secured by admission to the program; and nondiscrimination in all employment practices relating to employees working directly with applicants to or students in the program."



I regret the stereotyped use of "he" and "she" in some of this book. The alternatives seem awkward to me so I sacrificed my feminist principles for readability. My apologies to those who feel strongly about this.

N.R.



ACKNOWLEDGEMENTS: Although the opinions expressed in this book are my own, I should like to thank the following persons for their advice, comments, corrections and suggestions: school board members Liz Ebbott of White Bear Lake and Cynthia Driscoll of Stillwater; feminist friends Mary Peek of St. Paul Park and Marilyn Vogel of Oakdale; and my husband Kennon Rothchild.

I should also like to thank the following persons for permission to quote from or reprint their materials: Ann Saxenmeyer; Jeanne Lundquist, Ken Wharton, Gerri Perreault and members of the Emma Willard Task Force, Ellen Dresselhuis of WEAL, members of the MFT, members of NOW, and the Project on the Status and Education of Women.

-N.R.

Is this book for you?

If you think girls are inherently more passive, dependent,
and emotional than boys

If you are bored with all this fuss over "women's lib"

And if you feel satisfied with our schools and society

then this book is not for you

If you are so angry that you cannot be rational about sex
discrimination

Or if you think the public schools are so hopelessly
traditional that nothing will change them

Or if you prefer conflict and confrontation to moderate
discussion

then this book is not for you either

But if you have been reading articles about sexism and
your consciousness is rising

Or if you have been to a workshop on sexism and now want
to get involved

Or if you belong to a feminist group and want to take
action

And if you are willing to keep your cool and work within
the system

then this book IS for you